



## Acton-Boxborough Regional School Committee Meeting

June 18, 2020

6:00 p.m. Executive Session  
7:00 p.m. Open Business Meeting

Via zoom webinar:

<https://abschools.zoom.us/j/95248771505>

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)  
MEETING AGENDA – REVISED\*

Virtual Public Zoom Webinar Meeting

June 18, 2020

To attend: <https://abschools.zoom.us/j/95248771505>

6:00 p.m. Executive Session

To call in: 312 626 6799

7:00 p.m. (approximately) Business Meeting

Live streaming: <https://youtu.be/0rU3VDnOzUo>

Executive Session is not open to the public

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1. **Call to Order (6:00)**
2. **EXECUTIVE SESSION** - to be convened under MGL Ch 30A, sec. 21(a) purpose (3): to discuss strategy with respect to litigation because an open meeting may have a detrimental effect on the litigating position of the Committee
3. **OPEN MEETING (7:00)**
  - 3.1. Chairman's Welcome
    - 3.1.1. Thank you to Maya Minkin, Paul Murphy and Michael Bo for serving on the Committee
    - 3.1.2. Annual Town Meetings: Boxborough will be **June 29**. Acton will be June 29.
  - 3.2. Public Participation – *Please use "Hand Raise" feature to participate (do not use the "Chat")*
  - 3.3. High School Student Representatives Update
  - 3.4. School Closure Update – *Peter Light (brought to meeting)*
4. **PRESENTATION (7:10)**
  - 4.1. **Special Education Parent Advisory Council (SEPAC) Report** – *Amanda Bailey, Carrie Weaver*
5. **NEW BUSINESS (7:30)**
  - 5.1. **Proposed ABRSC Resolution Regarding Covid-19 State Funding – VOTE** – *Tessa McKinley*
    - 5.1.1. **\*Proposed ABRSC Resolution Regarding The Response to Social, Economic and Racial Justice in our Communities – VOTE** – *Tessa McKinley*
  - 5.2. **Acton-Boxborough Education Association (ABEA) Side Letter to Change the November 3, 2020 Professional Day to Friday August 28, 2020 – VOTE** – *Marie Altieri*
6. **ONGOING BUSINESS (7:40)**
  - 6.1. **Superintendent's Annual Summative Review** – *Tessa McKinley*
    - 6.1.1. *Motion*: Move to Accept the Annual Summative Review for Superintendent Peter Light dated XXX as presented/amended – **VOTE**
    - 6.1.2. Discussion of Superintendent's FY21 Salary
    - 6.1.3. *Motion*: Move to set the Superintendent's salary at \$XXXX for FY21 and record the FY21 salary in Addendum I of Mr. Light's contract - **VOTE**
  - 6.2. **Approval of ABRSC Meeting Minutes** of 6/4/2020
  - 6.3. **Budget Update** – *Dave Verdolino*
    - 6.3.1. FY21 Budget Update and Town Meeting Prep
      - 6.3.1.1. FY21 Budget Book: <https://www.abschools.org/district/finance>
  - 6.4. **Subcommittee and Member Reports**
    - 6.4.1. School Building Committee Update – *Peter Light*
      - 6.4.1.1. Minutes of meeting on May 27, 2020
    - 6.4.2. Budget Subcommittee – *Diane Baum (6/16)*
    - 6.4.3. Policy Subcommittee – *Amy Krishnamurthy*
      - 6.4.3.1. Annual Organizational Meeting Procedures Revision, File: BDA-R
    - 6.4.4. *\*Health Insurance Trust (HIT) Update* – *John Petersen*
  - 6.5. **Recommendation to Accept Donation from the Conant PTO of Lobby Furniture – VOTE** – *P.Light*

7. **Statement of Warrants and Recommendation to Approve – VOTE – Tessa McKinley**
8. **FYI**
9. **Adjourn (8:45)**

#### **For Your Information**

- Boxborough Annual Town Meeting Warrant for 6/29/20 may be found at:  
<https://www.boxborough-ma.gov/home/news/annual-town-meeting-postponed-until-june-15>
- Acton Annual Town Meeting information may be found at:  
<https://acton-ma.gov/ArchiveCenter/ViewFile/Item/13267>
- FY20 School Improvement Plan Updates (not presented prior to school closure)
- MSBA Letter re Blanchard Accelerated Repair Program Statement of Interest, 6/3/20
- Policy Subcommittee FY20 Report
- June 1, 2020 Student Enrollment
- FY21 Acton-Boxborough Regional School Committee Members & Meetings
- CASE Collaborative Family Community News & Resource Pages, 6/12/20
- ABSAF Donation Memo
- Hiring Educators of Color, November 2019
- \*2019-2020 Update on STEAM (Science, Technology, Engineering, the Arts and Mathematics) Goals, *Deborah Bookis*
- \*Update on Charter Road Improvements, *JD Head*

#### **Public Participation**

Per policy BEDH, members of the public may speak for up to 3 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.

#### **NEXT MEETINGS:**

- Wednesday, July 1 – ABRSC Meeting at 7:00 p.m.
- July 30 – ABRSC Workshop
- Mid-late August – ABRSC Business Meeting at 7:00 p.m.
- September 3 – ABRSC Meeting at 7:00 p.m.

Posted on 6/12/20 at 5:00 p.m.

Revised agenda posted 6/16/20 at 3:00 p.m. to add:

- 5.1.b Proposed ABRSC Resolution Regarding The Response to Social, Economic and Racial Justice in our Communities – **VOTE** – Tessa McKinley
- 6.4.4 Health Insurance Trust (HIT) Update – *John Petersen*
- FYI: STEAM Update, Charter Road Improvements Update



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	3.1
<b>AGENDA ITEM TITLE</b>	Chairman's Welcome		
<b>PRESENTER(S)</b>	Tessa McKinley		
<b>SUMMARY OF TOPIC</b>	The Chair welcomes members and the public to the meeting. If it is a virtual remote meeting, that is stated and the remote participation policy BEDJA is mentioned. Voting at remote meetings must be done by roll call. The Chair is also required to state if the meeting is being taped. Acton TV tapes and broadcasts most School Committee meetings.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<b>X</b>	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	none





# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	3.2
<b>AGENDA ITEM TITLE</b>	Public Participation		
<b>PRESENTER(S)</b>	Tessa McKinley		
<b>SUMMARY OF TOPIC</b>	Per policy BEDH, members of the public may speak for up to 3 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>			
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information		
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<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	none

5

*To develop engaged, well-balanced learners through collaborative, caring relationships.*

WELLNESS • EQUITY • ENGAGEMENT



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	3.3
<b>AGENDA ITEM TITLE</b>	High School Student Representatives Update		
<b>PRESENTER(S)</b>	Tessa McKinley		
<b>SUMMARY OF TOPIC</b>	3 or 4 High School Representatives are chosen by the student body every year to attend most School Committee meetings and report on items of interest to the students/community.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<b>X</b>	No action requested - this is a short update or presentation of information
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<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	none

5

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# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	3.4
<b>AGENDA ITEM TITLE</b>	Superintendent's Update		
<b>PRESENTER(S)</b>	Peter Light		
<b>SUMMARY OF TOPIC</b>	Bi-weekly Superintendent's Update. This is brought to the meeting.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
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<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	Brought to meeting

5

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# Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720  
978-264-4700  
[www.abschools.org](http://www.abschools.org)

**Peter J. Light**  
Superintendent of Schools

June 18, 2020

Two weeks ago, our leadership team wrote to you expressing our support for the recent protests and recognizing that as a school system, we must continue to improve for our students of color. Since that time, we have heard our students, families, and broader community express strong interest in hearing what concrete actions the District will take to actively identify and challenge individual or systemic acts of racism within our schools. As educational leaders, we are compelled to acknowledge that we must shift and expand our work from celebrating diversity and inclusion to more actively becoming an organization that is committed to anti-racism, equity, and social justice.

While recognizing that being in the midst of a pandemic puts some constraints on what we can pursue in the short term, we want to commit to the following actions, suggested by various community members and groups, that will take place between now and the time we transition students back to school this fall:

1. We will implement an anonymous reporting system to allow us to better collect information about incidents of bias, including microaggressions, discrimination, bullying, and harassment, as an important first-step to creating a more open dialogue with our students, staff, and community around the issues students and staff experience in our schools.
2. We will reconvene our Family Advisory Group for Diversity, Equity and Inclusion, which was halted during our closure. We commit to meeting with this group over the summer to develop a long-term plan to review district policies and curricula through anti-racist and anti-bias lenses.
3. Prior to our transition back to school, we will provide our educators with professional learning that will support them to:
  - a. Recognize, respond to, and stop incidents of bias, racism, and microaggressions.
  - b. Implement age-appropriate curriculum, learning activities, and classroom discussions around racism, bias, and social justice, from preschool through Grade 12.
4. We will work to continue developing affinity groups for our students and educators of color to provide them with opportunities to engage in dialogue about issues that are important to them, as well as their unique perspectives and experiences.
5. Our SEED ([Seeking Educational Equity and Diversity](#)) trainers will offer professional learning opportunities for AB educators this summer to understand how to implement anti-racist curricula and have brave dialogues in their classrooms.

Teaching and learning in our schools must involve an honest assessment of how race, racism, and bias have historically influenced the content students learn. For example, any discussion of civics would be incomplete if we didn't support students to develop the critical thinking skills necessary to analyze the laws and policies that govern our nation through critical lenses. We need to better help students respect differences, navigate challenging dialogues in an increasingly polarized world, and learn the important principles of social justice necessary for them to become contributing members of society.

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In partnership with our local bookseller [The Silver Unicorn](#), we have purchased the book [How to be an Antiracist by Ibrahm X. Kendi](#) for all members of our staff. We will invite them to districtwide conversations about anti-racism over the summer and all of our educators will participate in building-based conversations in the fall. Our goal in this work is to support staff to reflect on their own racial identities and engage in dialogue about racism in order to create long-term change in our schools, policies, curricula, school cultures, and to pivot our schools to becoming actively anti-racist. We also invite members of our community to read this book alongside our staff. We want to give everyone a fair warning that this book may challenge personal beliefs and cause discomfort. We didn't choose the book to be safe, but instead chose it to model for our students our need to grapple with diverse perspectives on the complex issues of our times.

We understand that our work ahead is greater than the commitments that we have outlined above. As we transition back to school during this pandemic, we will work with our School Committee, staff members, students, families, and community organizations to develop additional long term goals and actions because long-term systemic inequities and injustices cannot be solved with short-term solutions. We cannot place the burden upon our black and brown families to continually tell us what to do. And we don't have time to sit back and wait until we are ready. We have to be reflective AND engage in this work simultaneously, regardless of how uncertain that might feel to some. This work is a marathon, not a sprint, and we hope that you will join us.

Respectfully,

Your ABRSD Leadership Team:

Peter Light, Superintendent  
Marie Altieri, Deputy Superintendent  
Dawn Bentley, Assistant Superintendent for Diversity, Equity, and Inclusion  
Deborah Bookis, Assistant Superintendent for Teaching and Learning  
Amy Bisiewicz, Director of Educational Technology  
Deborah Dixson, Interim Director of Special Education  
Erin Bettez, Director of Community Education  
J.D. Head, Director of School Operations  
David Verdolino, Director of Finance  
Larry Dorey, ABRHS Principal  
Andrew Shen, RJGJHS Principal  
Dana Labb, Blanchard Memorial School Principal  
Damian Sugrue, Luther Conant Elementary School Principal  
Chris Whitbeck, C.T. Douglas Elementary School Principal  
Lynne Newman, Paul P. Gates Elementary School Principal  
David Krane, McCarthy-Towne Elementary School Principal  
Juliana Schneider, Merriam Elementary School Principal

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# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	4.1
<b>AGENDA ITEM TITLE</b>	Presentation: Special Education Parent Advisory Council (SEPAC) Report		
<b>PRESENTER(S)</b>	Amanda Bailey, Carrie Weaver, SEPAC Co-chairs		
<b>SUMMARY OF TOPIC</b>	Per policy BDFB, our SEPAC presents to the School Committee in the Fall and the Spring to share their annual goals and other topics they are working on. The School Committee has a liaison to this group.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>			
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information		
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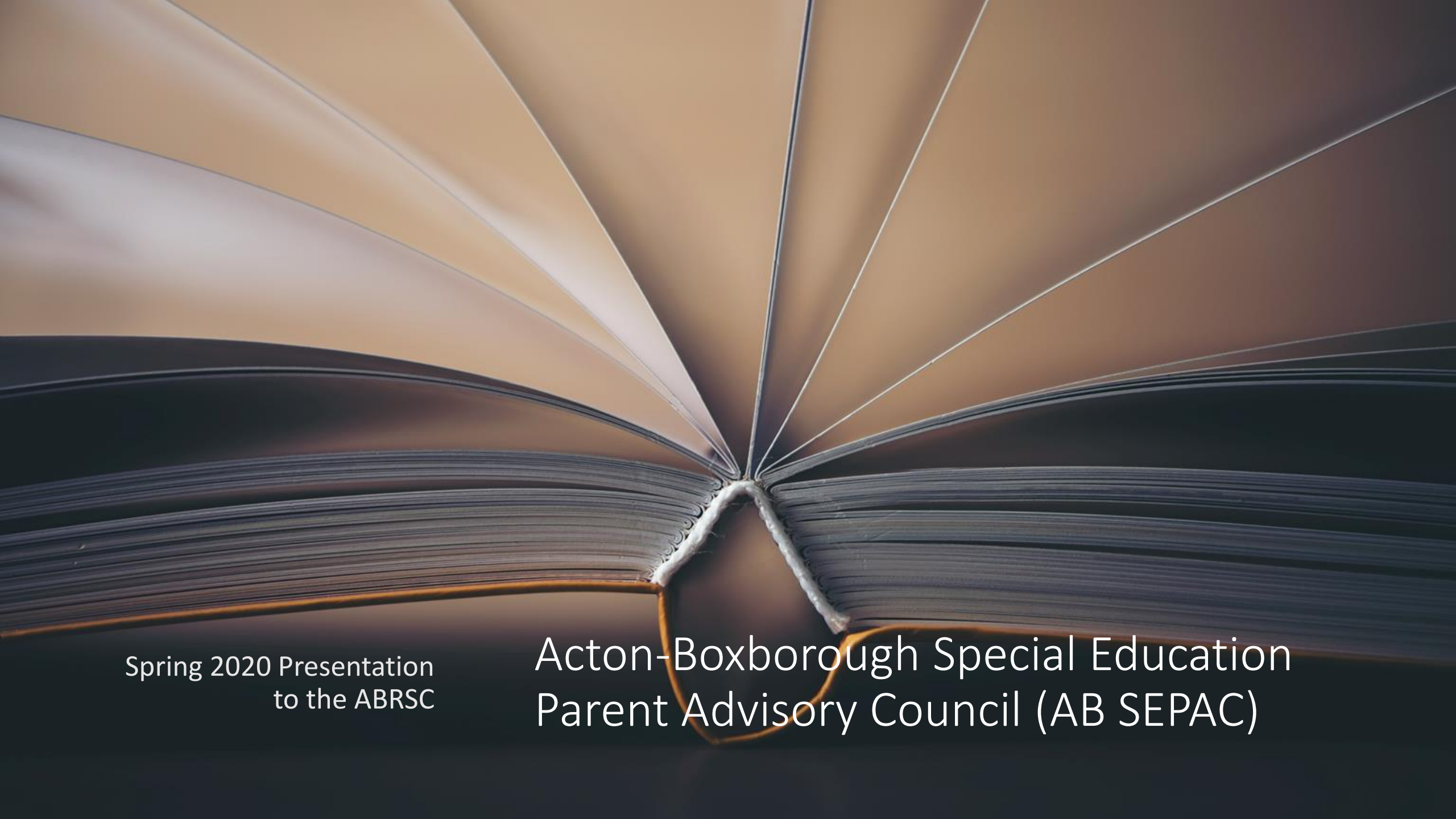
***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	15-20 min.
<b>ATTACHMENTS</b>	Presentation slides

5

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An open book is shown from a top-down perspective, with its pages fanned out. A pair of thin-rimmed glasses is placed across the center of the open pages. The background is a warm, golden-brown color with soft, radial light rays emanating from the center of the book, creating a sense of depth and focus.

Spring 2020 Presentation  
to the ABRSC

# Acton-Boxborough Special Education Parent Advisory Council (AB SEPAC)

# Our Mission

**To ensure understanding, respect, support,  
and the appropriate education of all children in our community**

The Special Education Parent Advisory Council's  
duties under state law include:

*“advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district’s special education programs.”*



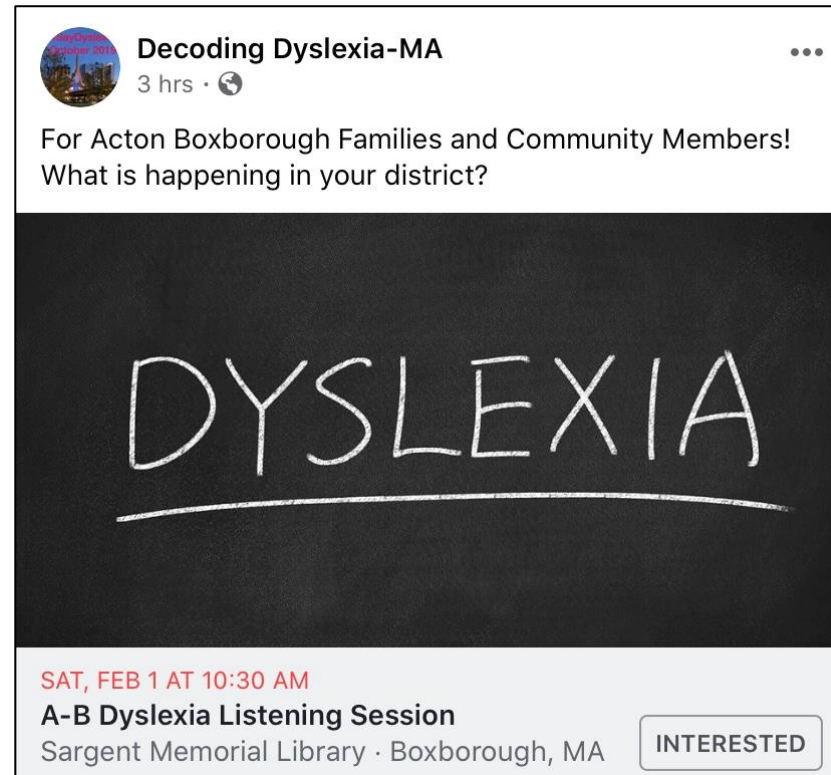
# The SEPAC's Role



# Celebrating the Good



Acton & Boxborough voters approved the school building project



District leadership and staff attended a public listening session to hear families' concerns



Communication boards installed at Blanchard, Conant, & the Acton ECP site

**Acton-Boxborough SEPAC**  
[abrsdsepac@gmail.com](mailto:abrsdsepac@gmail.com)

# Update on Priorities for 2019-2020

- *Continue to improve SEPAC outreach and engagement ... , building relationships with the Interim Director of Special Education and new special education staff, including IEP team chairs* **MET**
- *Participate in the search process for a new Special Education Director* **MET**
- *Pursue districtwide use of percentiles with standard/scaled scores in evaluation reports* **MET**
- *Monitor early reading assessments and interventions and engage with parents/guardians of children with Specific Learning Disabilities to develop recommendations for identification and intervention* **MET**
- *Monitor PowerSchool access and Extended School Year programming* **ONGOING**

# Engagement & Relationship Building

- Attended meet and greet with new Interim Director and IEP Team Leaders
- Met with elementary building leadership and new IEP Team Leader
- Participated in the joint PTO/PTF/PTSO council
- Attended community listening sessions about race; reached out to staff about SEED training for SEPAC officers and membership
- Invited to present to elementary communities on basic rights
- Participated in the Special Education Director search process
- Solicited feedback from families and recognized 12 staff members for their efforts during the school closure

Scaled Score	Percentile Rank	NEPSY-II Classification	Wechsler Classification
19	99.9	Above expected level	Very superior
18	99.6		
17	98.6		
16	97.7		
15	95		Superior
14	91		
13	84		
12	75	At expected level	High average
11	63		
10	50		
9	37		
8	25		
7	16		
6	9	Borderline	Low average
5	5		
4	2.3	Below expected level	Borderline
3	1.4		
2	0.4	Well below expected level	Extremely low
1	0.1		

*Note.* Scaled scores have a mean = 10 and standard deviation = 3. Percentile ranks corresponding to the scaled scores are based on the Wechsler classification.

# Percentiles

*Pursue districtwide use of percentiles with standard/scaled scores in evaluation reports*

- Adopted districtwide across all disciplines
- Assists staff and families in interpreting findings



# Outreach & Education

- Partnered with Concord/Concord-Carlisle, Maynard, and Sudbury SEPACs and our school districts to host Basic Rights in Special Education workshop; series planned
- “Intelligent Lives” screening and talkback continued inclusion conversation
- Winter family social (40+ attendees)
- Shared resources and information via newsletter (1400+ subscribed) and Facebook page (400 followers)
- Continue to provide information regarding no or low-cost workshops and events

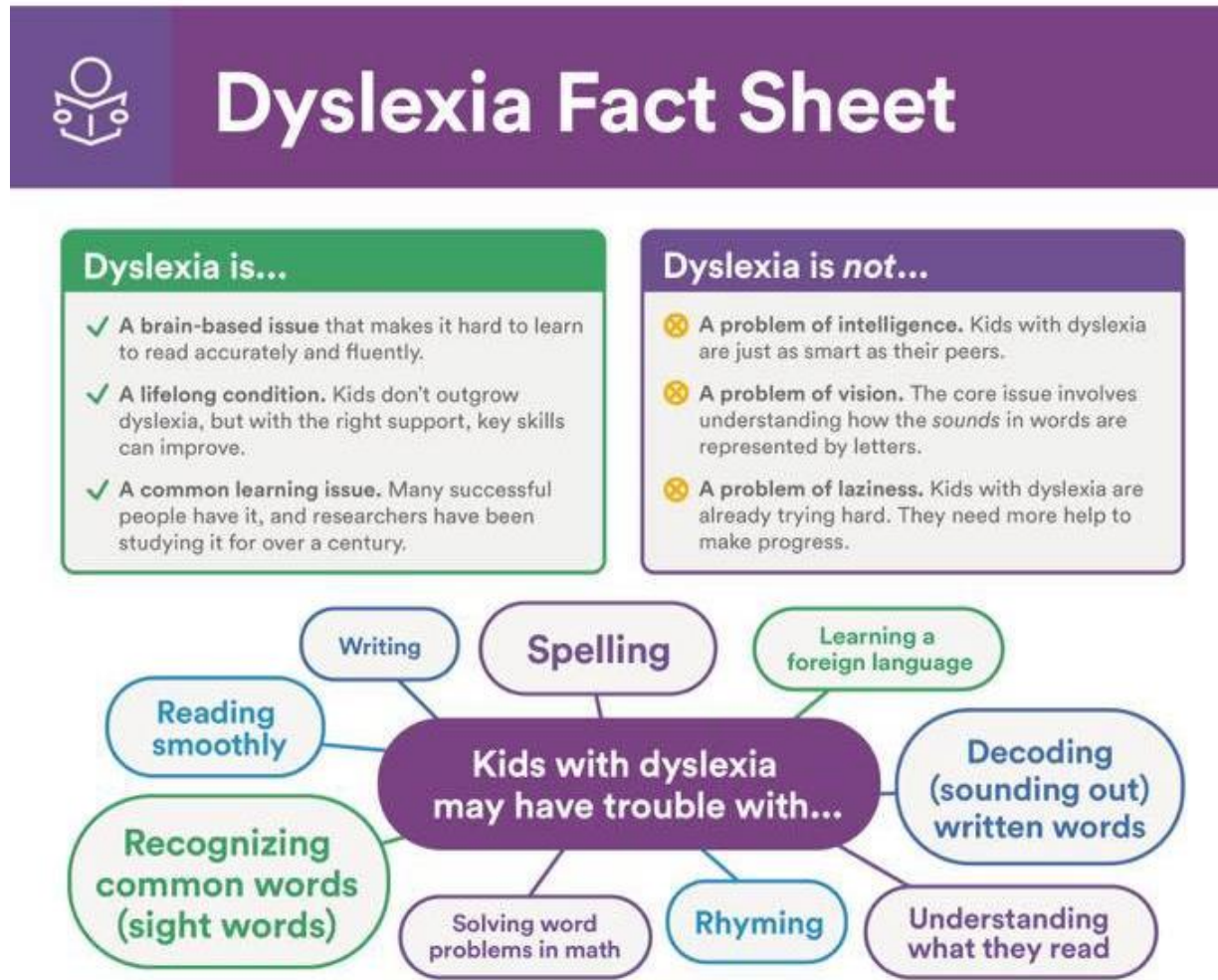


intelligent *lives*  
a film by dan habib



**Acton-Boxborough SEPAC**  
[abrsdsepac@gmail.com](mailto:abrsdsepac@gmail.com)

# #saydyslexia



*Monitor early reading assessments and interventions and engage with parents/guardians of children with Specific Learning Disabilities to develop recommendations for identification and intervention*

# Dyslexia Recommendations

- The Acton-Boxborough SEPAC dyslexia recommendations to the ABRSD were approved at the June 10 annual meeting
- Shared with special education leadership and submitted for the ABRSC's consideration when formulating budgets
- Developed from the SEPAC listening session and feedback form; reviewed at the February 12 business meeting
- Recommendations build on efforts the district is already undertaking to address new MA law
- *These recommendations have been viewed 4000+ times online and are being shared and lauded by Decoding Dyslexia chapters around the country*



# ... and Then There Was a Pandemic

- Chairs met with the Superintendent and the Interim Special Education Director on March 27; weekly meetings through June
- Published parent/guardian feedback form and shared findings with administration
- Presentation and Q&A from April 22 available at [absepac.org](http://absepac.org)
- Ongoing connection with MassPAC and statewide SEPAC leaders
- Tracking guidance from the US DOE, MA DESE, and disability advocacy groups
- Information disseminated via Facebook, newsletters, and [absepac.org](http://absepac.org)
- 1:1 support as requested

# What About the Fall?



# Giving Feedback & Where to Find Information

- Families should complete surveys from the Superintendent's office
- AB SEPAC feedback form posted at [absepac.org](http://absepac.org)
- People may also email the state's Return to School Working Group at [RTSWG@mass.gov](mailto:RTSWG@mass.gov)

## **DESE Info to Special Education Directors**

[doe.mass.edu/covid19/sped.html](http://doe.mass.edu/covid19/sped.html)

## **Mass Advocates for Children (MAC)**

[massadvocates.org/covid19](http://massadvocates.org/covid19)

## **Special Needs Advocacy Network (SPaN)**

[spanmass.org/covid-19.html](http://spanmass.org/covid-19.html)

## **Federation for Children with Special Needs (FCSN)**

[fcsn.org](http://fcsn.org)

# 2020-2021 Officers & Meeting Schedule

## **Co-Chairs**

Amanda Bailey  
Abraham Gutierrez  
Carrie Weaver

## **Secretaries**

OPEN

## **Past PAC Chair**

OPEN

## **Standing Committee Chair (Outreach)**

OPEN

**2020-2021 Meeting Schedule TBD Based on ABRSC Meeting Dates**

# Our Thanks to Bill Guthlein

The Acton-Boxborough Special Education Parent Advisory Council sincerely thanks Bill Guthlein for over a decade of service to the families of Acton and Boxborough.

Bill's passion for data-driven measures of student growth has influenced district policy, budgets, and student outcomes. His steady advocacy for accountability continues to guide our efforts.

**Acton-Boxborough SEPAC**  
[abrsdsepac@gmail.com](mailto:abrsdsepac@gmail.com)



# Thanks & Contact Information

Our thanks to  
Interim Special Education Director Debbie Dixon,  
Superintendent Peter Light,  
and the Acton-Boxborough Regional School Committee  
for their ongoing collaboration and support

absepac.org  
 @absepac  
abrsdsepac@gmail.com

## **Acton-Boxborough SEPAC Dyslexia Recommendations to the ABRSD 6/10/2020**

### **Background**

One of the Acton-Boxborough Special Education Parent Advisory Council's goals during the 2019-2020 school year was to monitor early reading assessments and interventions and engage with parents/guardians of children with Specific Learning Disabilities to develop recommendations for identification and intervention. A public listening session attended by administrators, staff, parents/guardians, and community members was conducted in February 2020. Recommendations from that session and an online feedback form were drafted and submitted to the AB SEPAC membership for review. The recommendations below were subsequently voted on and approved by the membership at the June 2020 annual AB SEPAC meeting. Please note a number of these practices may be used in certain schools or individual instances. The AB SEPAC seeks their universal implementation in the Acton-Boxborough Regional School District.

### **Screening**

Implement universal pre-K through grade two screening for dyslexia, *including for children already with IEPs*. Students in grades three or higher should be screened upon suspicion. The DIAL-4, RAN, and other research-based screening tools should be used.

Move-ins should be screened if not already identified as having a Specific Learning Disability in reading.

Whether there is a family history of dyslexia should be asked as part of all screening.

Notify all parents when screening occurs and inform them of results.

If a child is found at risk, the child should be placed in reading support using a structured literacy approach with scientifically-proven, evidence-based programs targeting the weakness.

### **Reading Support**

Inform parents when a child is receiving any support from a reading specialist, regardless of tier.

The curriculum in reading support needs to be aligned with scientifically-proven, evidence-based programs.

Conduct progress monitoring every three months or more frequently if required for students in reading support and/or those with IEPs for language-based disabilities and share findings with parents.

Provide parents timely and consistent access to a child's records (DRAs/F&Ps, speech and language screens, spelling inventories, etc.) to track progress.

## **Identification**

Abandon the wait to fail model—Child Find requires the district to proactively seek out and identify children with disabilities.

If a child is in reading support for an extended period, it is important to figure out **why**; reading support is supposed to be a short-term intervention. Screening should be required after a set amount of time based on the intervention being used.

If a child is struggling and there are parent concerns and/or evidence of reading failure, do not delay the process by recommending more Child Study Team, RTI/MTSS, or “screenings” instead of testing.

Those conducting screenings and evaluations need to be trained to identify dyslexia, including deficits in sequencing, phonemic awareness, rapid naming, or a combination of these.

Utilize a standardized battery including the GORT, TOWRE, TWS, and CTOPP-2 as part of evaluations for children suspected of having a language-based learning disability.

Fully consider outside evaluations when determining eligibility. If the school is unable to do the appropriate testing, outside evaluation findings should be accepted.

## **General Education Reading Instruction**

Universally align the reading curriculum methodology to structured literacy.

Foundations, Just Words, or similar scientifically-proven, evidence-based curriculum should be done systematically and sequentially in Tier 1 and Tier 2. They should not be used randomly, haphazardly, or as a Tier 3 intervention.

Abandon predictable texts that foster memorization over decoding.

Teachers need professional development around dyslexia and structured literacy curriculum versus balanced literacy.

Remove anchor charts from classrooms and Learning Centers that promote three-cuing methods (“Does it make sense? Does that sound right? Does that look right?”) and those that promote guessing (e.g., Eagle Eye, Tryin’ Lion).

## **Intervention / Service Provision**

Have special educators certified in Orton-Gillingham and Wilson across grade levels. Certification should be mandatory when recruiting new hires for reading support or special education.

Label the intervention in the IEP methodology with explicit progress monitoring and measures named. Use “dyslexia,” “Orton-Gillingham,” and “Wilson Reading.”



Goals and benchmarks must include the Essential Components of Reading Instruction (ECORI) and be Specific, Measurable, Attainable, Relevant, and Timebound (SMART).

Baseline performance data must be provided for all goals and benchmarks.

Do not limit or cease intervention arbitrarily or because a child is caught up to grade level. The pace of instruction or increased reading load in the next grade may outstrip a child's abilities.

Utilize block schedules to avoid pulling students out from core content (science, social studies, math, etc.).

Group children together who have the same service needs.

Teach spelling using a specialized program in addition to accommodating with spell checkers.

Consider the social and emotional impact of the reading disability and provide related supports or counseling as needed.

### **Post Remediation**

Dyslexics who no longer require IEPs should be found eligible under Section 504 in order to access standardized testing accommodations.

All staff, including school counselors, need to be informed of the limits of the general education District Curriculum Accommodation Plan (DCAP). Students with identified disabilities requiring accommodations, related services, and/or specialized instruction need to have those documented in a 504 plan or IEP.

All teachers through grade 12 should be able to support dyslexic students and understand their needs and accommodations.



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>5.1</b>
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<b>AGENDA ITEM TITLE</b>	<b>NEW: Proposed ABRSC Resolution Regarding Covid-19 State Funding</b>
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<b>PRESENTER(S)</b>	Tessa McKinley
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<b>SUMMARY OF TOPIC</b>	This proposal is from the MA Association of School Committees (MASC). Many districts have voted recently to support it.
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>			
	No action requested - this is a short update or presentation of information		
	Request input and questions from the School Committee, but no vote required		
<b>X</b>	Request formal action with a specific vote:		
		If formal action is requested, is this item being presented:	
			for the first time, with a request that the School Committee vote at a subsequent meeting OR
		<b>X</b>	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	"Move that the ABRSC approve the MASC resolution requesting full reimbursement of covid related expenses from state/federal funds as proposed"
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
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<b>ATTACHMENTS</b>	MASC Resolution
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5

*To develop engaged, well-balanced learners through collaborative, caring relationships.*

WELLNESS • EQUITY • ENGAGEMENT

**Acton-Boxborough Regional SCHOOL COMMITTEE DRAFT RESOLUTION:  
COVID-19 STATE FUNDING**

**DATE:** June XXXXX, 2020

**TO:** MA Governor Charlie Baker  
MA Secretary of Education James Peyser  
MA Commissioner of Education Jeffrey Riley  
MA Senate President Karen Spilka  
MA House Speaker Robert DeLeo

**CC:** Senator James Eldridge  
Representative Tami Gouveia  
Representative Danillo Sena  
Acton Town Manager John Mangiaretti  
Boxborough Town Administrator Ryan Ferrara

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WHEREAS, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be

RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates.

We must ensure a statewide school re-opening that is safe, responsible and equitable.

**THERE CAN BE NO UNFUNDED MANDATES FOR COVID-19.**

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Respectfully,  
Acton-Boxborough Regional School Committee

Tessa McKinley, Chairperson  
Evelyn Abayaah-Issah, Diane Baum, Adam Klein, Ginny Kremer, Amy Krishnamurthy,  
Maya Minkin, Paul Murphy, John Petersen, Nora Shine, Angie Tso



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>5.1.b</b>
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<b>AGENDA ITEM TITLE</b>	<b>NEW: Proposed ABRSC Resolution Regarding The Response to Social, Economic and Racial Justice in our Communities</b>
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<b>PRESENTER(S)</b>	Tessa McKinley
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<b>SUMMARY OF TOPIC</b>	This proposal is from the MA Association of School Committees (MASC). Many districts have voted recently to support it, in addition to the previous resolution. .
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
<b>X</b>	Request formal action with a specific vote:	
	If formal action is requested, is this item being presented:	
		for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<b>X</b>	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	"Move that the ABRSC approve the MASC resolution Regarding The Response to Social, Economic and Racial Justice in our Communities "
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
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<b>ATTACHMENTS</b>	MASC Resolution #2
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*To develop engaged, well-balanced learners through collaborative, caring relationships.*

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**Acton-Boxborough Regional SCHOOL COMMITTEE DRAFT RESOLUTION:  
THE RESPONSE TO SOCIAL, ECONOMIC AND RACIAL JUSTICE IN OUR COMMUNITIES**

**DATE:** June XXXXX, 2020

**TO:** MA Governor Charlie Baker  
MA Secretary of Education James Peyser  
MA Commissioner of Education Jeffrey Riley  
MA Senate President Karen Spilka  
MA House Speaker Robert DeLeo

**CC:** Senator James Eldridge  
Representative Tami Gouveia  
Representative Danillo Sena  
Acton Town Manager John Mangiaretti  
Boxborough Town Administrator Ryan Ferrara

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WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that [District] and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

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Respectfully,  
Acton-Boxborough Regional School Committee

Tessa McKinley, Chairperson  
Evelyn Abayaah-Issah, Diane Baum, Adam Klein, Ginny Kremer, Amy Krishnamurthy,  
Maya Minkin, Paul Murphy, John Petersen, Nora Shine, Angie Tso



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>5.2</b>
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<b>AGENDA ITEM TITLE</b>	<b>NEW: Acton-Boxborough Education Association (ABEA) Side Letter</b>
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<b>PRESENTER(S)</b>	Marie Altieri
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<b>SUMMARY OF TOPIC</b>	We believe that our students will be better served if staff is provided additional time and support to prepare for school to reopen this fall. Approval of this request would move the professional day currently scheduled for November 3rd (Election Day) to Friday, August 28th. The voted calendar has teachers' returning to work on August 26th and school begins for students on August 31. The November Election Day is a no school day for students. A "side letter" is a document added to a formal contract already in effect.
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
<b>X</b>	Request formal action with a specific vote:	
		If formal action is requested, is this item being presented:
		for the first time, with a request that the School Committee vote at a subsequent meeting OR
<b>X</b>		with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	"Move that the ABRSC approve the ABEA side letter to change the November 3, 2020 professional day to August 28, 2020"
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	10 min
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<b>ATTACHMENTS</b>	Side letter and FY21 School Calendar draft showing change
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**Letter of Agreement  
between the  
Acton-Boxborough Regional School Committee (“District”)  
and  
The Acton Boxborough Education Association (“Association”)**

The District and the Association agree that the professional day normally scheduled for election day (November 3, 2020) will be scheduled for Friday August 28, 2020. November 3, 2020 will be a no school day, and ABEA members will not be required to work. The annual return to school and professional days for the 2020-2021 school year for ABEA members will be scheduled on Wednesday August 26, Thursday August 27, and Friday August 28. The first day for students will be Monday August 31.

This AGREEMENT has been duly executed on June 18, 2020 by the authorized representatives of the Acton-Boxborough Regional School Committee and by the Acton Boxborough Education Association.

ACTON-BOXBOROUGH REGIONAL  
DISTRICT SCHOOL COMMITTEE

ACTON-BOXBOROUGH  
EDUCATION ASSOCIATION

*Mike Balulescu*

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Tessa McKinley, ABRSC Chair

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Mike Balulescu, ABEA President

*At ABRSD, our mission is to develop engaged, well-balanced learners through  
collaborative, caring relationships.*

**WELLNESS - EQUITY - ENGAGEMENT**



Acton-Boxborough Regional School District

**DRAFT SCHOOL CALENDAR, 2020-2021**

**Bold BOXED Dates = No School Days / ELEMENTARY EARLY DISMISSAL IS EVERY THURSDAY AFTERNOON**

Aug.	M	T	W	T	F	Teachers' meetings – Aug 26&27
	24	25	<b>26</b>	<b>27</b>	<b>28</b>	<b>Added: Prof Learning – Aug 28</b>
Sept.	<b>31</b>	1	2	3	<b>4</b>	Schools Open – Aug 31
	<b>7</b>	8	9	10	11	No School – Fri, Sept 4
	14	15	16	17	18	Labor Day – Sept 7
	21	22	23	24	25	Yom Kippur – Sept 28
	<b>28</b>	29	30			School Days - 20
Oct.	M	T	W	T	F	
				1	2	
	5	6	7	8	9	Columbus Day – Oct 12
	<b>12</b>	13	14	15	16	**7-12 Early Release for Prof L.- Oct 1
	19	20	21	22	23	
	26	27	28	29	30	School Days – 21
Nov.	M	T	W	T	F	
	2	<b>3</b>	4	5	6	<b>Prof. Election Day – Nov 3</b>
	9	10	<b>11</b>	12	13	Veterans Day – Nov 11
	16	17	18	19	20	Early Release Day – Nov 25
	23	24	25	<b>26</b>	<b>27</b>	Thanksgiving Recess – Nov 26 & 27
	30					School Days - 17
Dec.	M	T	W	T	F	
		1	2	3	4	
	7	8	9	10	11	Jr High Early Release Confs– Dec 10 & 15
	14	15	16	17	18	Winter Recess - Dec. 24 – Jan 3
	21	22	23	<b>24</b>	<b>25</b>	School Days - 17
	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>		

Some major religious and cultural holidays are found on page 2 and underlined here.  
Rosh Hashanah is Saturday, September 19.

\*\* Professional Learning for JH/HS Staff Early Dismissal

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>  
Acton Town Meeting begins April x, 2021. Boxborough Meeting begins May x, 2021.

Acton-Boxborough Regional School Committee Meetings are usually held twice a month. See [https://www.abschools.org/school\\_committee](https://www.abschools.org/school_committee) for more information.

Jan.	M	T	W	T	F	Schools Open - Jan 4
					<b>1</b>	JH Early Release – Jan 8
	4	5	6	7	8	Martin Luther King Day - Jan 18
	11	12	13	14	15	
	<b>18</b>	19	20	21	22	
	25	26	27	28	29	School Days - 19
Feb.	M	T	W	T	F	
	1	2	3	4	5	**7-12 Early Release for Prof L. – Feb 4
	8	9	10	11	12	Presidents' Day - Feb 15
	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	Winter Recess - Feb 15-19
	22	23	24	25	26	School Days – 15
Mar.	M	T	W	T	F	
	1	2	3	4	5	HS Late Start <b>only for students NOT taking MCAS</b> – Mar
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	School Days - 23
	29	30	31			
Apr.	M	T	W	T	F	
				1	<b>2</b>	Good Friday – Apr 2
	5	6	7	8	9	Patriots Day – Apr 19
	12	13	14	15	16	Spring Recess - Apr 19 - 23
	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	**7-12 Early Release for Prof L. – Apr 8
	26	27	28	29	30	School Days - 16
May	M	T	W	T	F	
	3	4	5	6	7	HS Late Start <b>only for students NOT taking MCAS</b> - May
	10	11	12	13	14	Memorial Day - May 31
	17	18	19	20	21	School Days - 20
	24	25	26	27	28	
	<b>31</b>					
June	M	T	W	T	F	
		1	2	3	4	Graduation – June 4
	7	8	9	10	11	Last day/Early Rel– June 16 (180 days)
	14	15	<b>16</b>	17	18	Last day if 5 snow days–June 23 (185 days)
	21	22	<b>23</b>	24	25	*School could be extended to June 30 if >5 days
	28	29	30			School Days – 12
						<b>Total Days = 180</b>

Acton-Boxborough Regional School District  
**SCHOOL CALENDAR, 2020-2021**

**Major Religious and Cultural Holidays**

*(some are school days, some are not)*

July 31	Eid al-Adha
September 19-20	Rosh Hashanah
September 28	Yom Kippur
November 14	Diwali begins
December 11	Chanuka begins
December 25	Christmas
December 26-Jan 1	Kwanzaa
February 12	Lunar New Year
April 2	Good Friday
March 28 – April 3	Passover
April 4	Easter
April 13 – May 11	Ramadan
May 13	Eid al-Fitr

The observance of both Jewish and Muslim holidays begins at sundown of the preceding day. Please see our Religious and Cultural Holidays policy IMD on the school website for more information at:

[https://www.abschools.org/school\\_committee/policies](https://www.abschools.org/school_committee/policies)

**2020 - 2021 School Start Times**

**Carol Huebner Early Childhood Programs:**

Monday – Thursday

Morning Session 8:30 – 11:15 am

Afternoon Session 12:15 – 3:00 pm

All-Day Session 8:30 am – 3:00 pm

**All Elementary Schools:**

8:50 am – 3:20 pm

Thursdays 12:50 pm dismissal

**Secondary Schools:**

AB Regional High School 8:00 am – 2:47 pm  
(Early Dismissal 11:22 am)

R.J. Grey Junior High School 8:00 am – 2:36 pm  
(Early Dismissal 11:10 am)

**Direct School Phone Numbers:**

Blanchard:	978-263-4569
Conant:	978-266-2550
Douglas:	978-266-2560
Gates:	978-266-2570
McCarthy-Towne:	978-264-3377
Merriam:	978-264-3371
All Other Schools:	978-264-4700



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>6.1</b>
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<b>AGENDA ITEM TITLE</b>	<b>Superintendent's Annual Summative Review</b>
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<b>PRESENTER(S)</b>	Tessa McKinley
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<b>SUMMARY OF TOPIC</b>	<p>The FY20 School Committee members have completed evaluations and the Chairperson has compiled them into one document, the summative review. She will read that summary at the meeting and after discussion, the Committee votes to accept the review as presented or amended.</p> <p>Note: the public was also invited to share their input during this process.</p> <p>Members then discuss and vote to set the superintendent's salary for FY21. This will be added to the first addendum in the Superintendent's employment contract.</p>
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
<b>X</b>	Request formal action with a specific vote:	
	If formal action is requested, is this item being presented:	
		for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<b>X</b>	with the request that the School Committee take action immediately

**If formal action is requested, include a suggested motion or contact Beth Petr.**

<b>SUGGESTED MOTION</b>	<p>Vote #1: "Move that the ABRSC accept the annual summative review for Superintendent Peter Light dated June XX, 2020 as presented/amended"</p> <p>Vote #2: "Move that the ABRSC set the Superintendent's salary at \$XXX for FY21 and record this in Addendum 1 of Mr. Light's contract"</p>
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	30 min.
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<b>ATTACHMENTS</b>	Summative review (in the addendum), Current employment contract for Mr. Light
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## **Summative Composite Evaluation Peter Light, Superintendent**

Acton-Boxborough Regional School Committee June 2020

Peter Light has accomplished a lot in his second year, despite the shorter school year due to Covid-19. This is the overwhelming sentiment of the ABRSD School Committee in its 2020 evaluation. More specifically, members noted Peter's "ability to skillfully navigate our district through the storms." He is always willing to listen, and he consistently creates channels for better communications and opportunities. His work is rooted in a sincere, deep caring for the students and families of the district. Pairing his concern for the social emotional needs of students alongside their learning and other individual needs is a resounding priority. Most notable has been Peter's performance since the school closure in March. Nearly every member expressed appreciation for his swift reaction to changing circumstances and his honesty, forthrightness, and empathy in communicating with community members regarding changes. Peter has had to lead us through a global pandemic, economic downturn, and wholesale change in the way education has needed to be delivered to our students. Peter's service to the district has remained steadfast and he has encouraged the team around him, motivated them and gained their trust. The work with our teacher's union to put together a robust program of learning during closure was commendable. A focus on the importance of connection allowed our students to maintain synchronous relationships with their teachers. While there was a wide interpretation of the completion of goals that Peter set out to accomplish this year, there was agreement that goals that were not met were largely due to the constraints put on the staff because of closure. Nearly  $\frac{2}{3}$  of the committee felt that Peter's professional practice goal had been met or exceeded. The community coffees were widely lauded and Peter's timely and thoughtful newsletters were appreciated. There was concern among some members that the continuation of a district-wide family advisory group had been lost in the closure. With increasing racial tensions nationally, members hoped to see this group continue when school reconvenes and to have a greater influence on proposing changes to curriculum and policy. Similarly, there was wide agreement that Peter's District Improvement goals had been met or exceeded. The evaluation of our SEL program was completed and members were satisfied that the district was now prepared to take appropriate steps to meet the suggestions provided. A fair amount of work was completed with regards to the goal surrounding educator evaluation as well. A suggestion for continued work was in ensuring that student learning and teacher impact are at the center of the evaluation process. Without consistent measures of assessment of students, it seems unclear how accountability for student learning can be consistent across buildings. The student learning goal seems to have suffered the most under closure. Four members felt that this goal had been met or exceeded. They noted the significant work that had been done around including dyslexia questions in the kindergarten screener as well as partnering with dyslexia experts to provide professional learning for some of our teachers. Others felt that while these were important initial steps, they failed to address the entire scope of literacy challenges faced by our district. These members noted the lack of a comprehensive evaluation of existing curriculum and teacher knowledge regarding the science of reading. These members felt that important first steps have been taken but there is still a significant amount of work to do that will require strong leadership.

### **INSTRUCTIONAL LEADERSHIP**

In the area of instructional leadership, Peter received mostly proficient marks. Members acknowledged the work that had been done to date on identifying specific learning disabilities like dyslexia, as well as

adopting and implementing Illustrative Mathematics K-8 at all six elementary schools as well as the junior high. Peter's performance during closure was also highlighted in this area. One member noted: The superintendent's response to the covid crisis has been exceptional, with attention to the complex and varied needs of the students and the school community during this turbulent time. I particularly appreciated the superintendent's ready creation of curriculum teams for each grade level, the ability of the district to quickly create plans for synchronous and asynchronous distance learning, and the much needed flexibility offered to students and families. Instructional Leadership is the area in which Mr. Light received the most areas for improvement. It was noted that there is a continued lack of consistency between elementary buildings. The lack of consistent accountability measures for student progress was noted as well. One member wanted to see more focus on different grading practices across buildings while others noted that there aren't common assessments to measure student progress except MCAS. Some members noted that despite the work that has occurred to better inform literacy practices at the K-2 level, there is still a lot of work to be done if these changes will be impactful. It was noted that while the introduction of structured literacy practices in the early grades was welcomed, it is at odds with the wider literacy curriculum that is still in place across the district.

### **MANAGEMENT & OPERATIONS**

Peter received several exemplary ratings on this standard. Members noted his ability to respond in a calm and collected fashion even in times of crisis. His handling of long-term projects such as setting the budget, focusing on capital improvements and building projects is commendable. His decisions alongside facilities management are prudent and seek insight from experts, staff, students and families when necessary. Mr. Light has found a fiscally creative and responsible way to continue to fund projects, even in the face of tightening budgets. The work with District Management Group to evaluate our continuum of services for SEL was also lauded. Utilizing the range of programming available to our district through Assabet Valley Collaborative has provided much needed wrap-around services for vulnerable families in our district. It was noted that pursuing a stronger relationship with Advocates Psychiatric Emergency Services or similar would provide a level of support to students in crisis without the need to call in police support. Peter's dedication to passing the school building project in both towns cannot be understated. His enthusiasm for the project was contagious and it was noted repeatedly that we owe the successful passing at both town meetings due in large part to the enormous effort he dedicated to the project. It was noted that an area for improvement is continued work in hiring and recruiting a more diverse staff. While there has been a concerted effort and mild success in this area, one member noted that we should increase the transparency around these efforts. In light of national events, there has been an increasingly louder call for hiring educators of color. It would be helpful if the community knew more about the efforts that are already in process.

### **FAMILY AND COMMUNITY ENGAGEMENT**

Peter received several exemplary ratings on this standard again this year. Peter was extraordinarily visible to the community through coffees and webinars (post-closure), an emergency forum dedicated to discussing race in our community and also through his regular communications through email. Of particular note was Peter's letter to the community regarding distance learning. He allowed himself to be vulnerable and shared his own challenges as a parent during a difficult time for all. We have received many

emails as a committee thanking Peter for his quick response to any number of issues. This area has been particularly highlighted by his performance during closure. Every school committee meeting has had an update on closure and it has been clear that feedback was taken seriously as the quality of the learning boards and distance learning expectations were raised each week. AB's commitment to providing accommodations in its learning plans for struggling learners was also applauded. Although some frustration was expressed with regards to the lack of new material and to inconsistent service delivery for students on IEPs, Peter's commitment to the well-being of our students was front and center in the decisions that were made. An area that was noted for improvement was the continuing work on equity. While Peter himself has made great efforts to understand the experience of families in our district, it is not clear that other members of the central administration team have been as successful in their efforts. Peter was very visible at events such as the SEPAC sponsored conversation about dyslexia and the community forum on race while other members of the central administration team were less visible. This is of note because of the renewed effort to institute an aligned system of support across the elementary schools and the widespread acknowledgement that our schools are not always welcoming places for underrepresented groups. At the race forum, many community members spoke passionately about their experiences of racism, both in school and in town, and there was a clear call for reform. Likewise, many families spoke passionately about the failed system of identification of learning disabilities and it was important for other administrative leaders to hear this testimony as we also pursue a district-wide literacy vision. While Peter approaches hard conversations with understanding and empathy and is clear in his desire for systemic change, it will be important for these to be shared values across the administrative team.

### **PROFESSIONAL CULTURE**

Peter received mostly proficient and exemplary scores in this area as well. One member summed it up best by saying: Mr. Light is an exemplary leader who has gained wide respect in this community. He is supportive of his staff while challenging them to seek sober improvement. He has infused the staff with a culture of growth. He propels staff to be more reflective around their current practices and is calling for alignment in many areas. He is extremely committed to high standards yet has not taken on too much in his efforts so that he can stay focused on attainable goals. The tone he sets for his leadership team and staff translate to collaboration and great productivity. He has set about realizing clearer standards and better results in sound teaching, learning, and student well-being. Another member noted that Peter continues to consistently demonstrate exemplary communication skills, has made a strong commitment to maintaining a culture of reflective practice and continuous learning and is sensitive to and transparent regarding the disparate and culturally entrenched views in our communities that challenge our ability to commit to a shared educational vision. Members unanimously felt that Peter sets a positive tone for professional culture in our district and they look forward to the continued work in this area.

Peter is extremely committed, intelligent and hardworking and members were unanimous in their enthusiasm to continue this work together. For these reasons, the Acton-Boxborough Regional School Committee hereby gives the rating of **PROFICIENT** to Peter Light, Superintendent of the Acton-Boxborough Regional School District on the indicators of Instructional Leadership, Management & Operations, Family & Community Engagement and Professional Culture. Tessa McKinley, Chair  
Acton-Boxborough Regional School Committee



*Acton-Boxborough Regional School District*

16 Charter Road Acton, MA 01720

978-264-4700 x 3209 fax: 978-264-3340

[www.abschools.org](http://www.abschools.org)

Acton-Boxborough Regional School District  
Superintendent's Contract of Employment

This contract made as of July 1<sup>st</sup>, 2018 by and between the Acton-Boxborough Regional School Committee, hereinafter referred to as the "Committee" and Peter Light, hereinafter referred to as the "Superintendent."

WITNESSETH:

WHEREAS, the Committee desires to provide the Superintendent with a written employment contract in order to enhance administrative stability and continuity within the schools, which the Committee believes generally improves the quality of its overall educational program; and,

WHEREAS, the Committee and the Superintendent believe that a written employment contract is necessary to describe their relationship and mutual obligations and to serve as the basis of effective communication between them as they fulfill their policy making and administrative functions in the operation of the education program of the schools; and,

WHEREAS, the Committee has appointed Peter Light as the Superintendent of Schools and he has accepted said position; and,

NOW, THEREFORE, in consideration of the promises herein contained, the parties hereto mutually agree as follows:

**I. Employment**

The Committee agrees to employ Peter Light as Superintendent of The Acton-Boxborough Regional School District, hereinafter referred to as the "District," from July 1, 2018 through June 30, 2021. If, prior to October 15, 2020, the School Committee has not provided the Administrator with notice of non-renewal of this contract, then the contract shall be extended for an additional one year period.

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**II. Licensure**

The Superintendent shall furnish and maintain throughout the term of this contract a valid and appropriate Massachusetts Department of Elementary and Secondary Education license qualifying him to act as Superintendent of Schools in public schools in the Commonwealth of Massachusetts.

**III. Responsibilities/Duties**

The administration of school policy set by the Committee and the operation and management of the schools, and the direction of employees, shall be through the Superintendent, pursuant to M.G.L. c. 71, §59. The parties hereto agree that:

- (A) The Superintendent agrees to all of the lawful rules, regulations and policies as determined by the Committee, as well as to all of the provisions of the General Laws of Massachusetts relating to education, the schools and the legal functions and responsibilities of Superintendents of Schools. In the event that the Committee adopts a rule, regulation or policy that is in conflict with any portion of this Agreement, then this Agreement or state law shall prevail.
- (B) The Superintendent shall administer curriculum and instruction and decide all matters having to do with selection, appointment, assignment, transfer, promotion, organization, reorganization, reduction, or termination of personnel employed or to be employed by the District consistent with State Law and contract obligations.
- (C) The administration of policy; the operation and management of the schools, including utilization of and regular accounting for funds appropriated for the school budget; and the direction of employees of the District shall be through the Superintendent. Duties and responsibilities therein shall be performed and discharged by him or by the staff under his direction.
- (D) The Superintendent and/or his designee(s) shall have the right to attend all regular and special meetings of the Committee and all Committee meetings thereof (other than, to the extent permitted by applicable law, meetings concerning the Superintendent's employment) and shall serve as advisor to the Committee and make recommendations on all matters affecting the District. The Superintendent shall be consulted and have the right to speak on all issues before the School Committee and have a seat at the Committee's table.

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- (E) Criticisms, complaints, and suggestions called to the attention of the Committee shall be promptly referred to the Superintendent in writing for study, disposition, or recommendation as appropriate to facilitate the orderly administration of the District, ensure responsiveness to the public and fairness to the Superintendent.
- (F) The Committee shall make no agreement with any other employee group or individual that would unlawfully interfere with the Superintendent's carrying out of statutory, managerial, administrative or supervisory responsibilities.
- (G) The Committee shall not adopt any policy, by-law or regulation which unlawfully impairs or reduces the duties and authority specified above; and provided, further, that all additional duties and responsibilities prescribed by the Committee are consistent with those normally or reasonably associated with the position of Superintendent of Schools in the Commonwealth of Massachusetts. This provision shall continue in full force and effect during any period of suspension.
- (H) The Superintendent shall be responsible for providing an excellent standard of primary and secondary education for the public school students of Acton and Boxborough. The Superintendent shall perform his duties and responsibilities in a professional and competent manner.

**IV. Other Activities**

The Superintendent may undertake and engage in consultative work and speaking, writing, lecturing or other engagements of a professional nature as he sees fit, provided these engagements do not take away from his duties as Superintendent or conflict with Chapter 268A of Massachusetts General Laws. If during normal working hours, such work will be conducted using the Superintendent's personal or vacation days.

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**V. Evaluation**

The Committee shall evaluate the performance of the Superintendent in writing in accordance with the Massachusetts Department of Elementary and Secondary Education's Educator Evaluation guidelines for Superintendent, in accordance with mutually agreed upon goals and process. The Summative Evaluation Report will be provided to the Superintendent in writing no later than June 15th each year.

- (A) In the event the Committee determines that the performance of the Superintendent is "Needs Improvement" or "Unsatisfactory", they shall describe in writing, in reasonable detail, their concerns.
- (B) In addition, the Superintendent shall meet with the Committee at least once each year, for the purpose of discussing his performance as well as the working relationship between the Committee and the Superintendent.

**VI. Regular Compensation**

Consistent with relevant provisions of Chapter 71 and Chapter 32 of the General Laws, 840 CMR 15.03 et seq. and 807 CMR 6.01 et seq., the Superintendent's regular compensation shall include, in consideration for services provided:

**(A) Salary**

The Committee shall provide the following salary as part of the Superintendent's compensation:

**1. Salary**

Effective July 1, 2018, the Committee shall pay the Superintendent an annual salary of one-hundred-ninety-seven-thousand dollars (\$197,000). The Superintendent's Salary and Employment history are shown as an Addendum.

In addition to this salary, Mr. Light will be paid \$758 per diem rate for up to five (5) days of work in the district in the 2017-2018 school year to prepare for his transition to the district on July 1, 2018.

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- 2 . By June 30<sup>th</sup> of each year, the Committee will determine, in their sole discretion, whether or not to increase the Superintendent's salary. Changes in salary will be reflected by updating the attached salary Addendum. At no time during the life of this agreement, or any extension hereof, shall the Superintendent's salary be reduced.
- 3 . The Superintendent's salary, benefits and compensation shall be paid in equal installments in accordance with District practice unless otherwise agreed upon. At the Superintendent's discretion, a portion of his total salary may be paid into an annuity. All sums, including but not limited to all salary or benefits due under any provision of this Article, due upon resignation, termination, or death shall be paid to the Superintendent or his estate in the pay period next following same or upon appointment of a fiduciary for the estate.

**(B) Insurance, Fringe Benefits and Compensation for Services**

**1. Medical/Life Related Insurances**

**a. Health Insurance**

The Superintendent will be offered health insurance benefits on the same terms as are provided to other administrators of the School District as described in the Administrators' Benefits Manual dated as of July 1, 2017, and as amended from time to time by the Committee.

**b. Life Insurance**

The Committee will provide the cost of life insurance for the Superintendent to cover 90% of his annual salary (rounded down to the nearest \$1,000).

**c. Liability Insurance**

The District will provide liability insurance for the Superintendent under the provisions of the policy currently covering Central Office Administrators.

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## **2. Leaves of Absence**

### **a. Sick Leave**

The Superintendent shall be credited with thirty (30) sick leave days at the time of hire and entitled to eighteen (18) days of paid sick leave for each year. Accumulated and unused sick leave shall be carried over from year to year. There will be no buy out for accumulated sick days upon resignation, retirement, termination, or death.

Sick leave may be taken when the Superintendent is prevented from working because of actual personal illness or injury, or because of a serious illness of or injury to a member of the Superintendent's "immediate family." "Immediate family" shall be defined as the Superintendent's spouse, children, parents, siblings, or the parents or children of his spouse, or any other close family member who resides in the Superintendent's household.

### **b. Extended Paid Sick Leave**

When the Superintendent has served the districts for at least one (1) full school year, he shall have an extended sick leave account which may be utilized if he is prevented from working because of personal illness or injury. In order to be eligible to use extended paid sick leave during a period of absence due to personal illness or injury, the Superintendent must meet the following conditions:

- (1) All of the Superintendent's accumulated sick leave must have been exhausted.
- (2) The Superintendent must furnish to the Committee a physician's certificate attesting that the illness or injury disables the Superintendent from working and is expected to continue for at least thirty (30) work days. Thereafter, the Superintendent may be required to furnish further medical certification. The Committee reserves the right to have its physician examine the Superintendent.
- (3) The maximum number of days of extended paid sick leave in the Superintendent's account shall be based upon the number of full school years he has served the Committee, as follows:

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Number of Full School Years of Service for the Committee	Maximum Number of Extended Sick Leave Days
At least 1 year but fewer than 5 years	45 days
At least 5 years but fewer than 10 years	90 days
At least 10 years	120 days

**c. Bereavement Leave**

The Superintendent shall ordinarily be entitled to three (3) consecutive days of leave without loss of pay for time necessarily and actually lost by reason of a death in the immediate household or immediate family member. The members of the "immediate family" shall be the Superintendent's spouse and the parents, children or siblings of the Superintendent or his/ her spouse. Subject to approval by the Chair of the Acton-Boxborough Regional School District Committee, additional days may be taken for reasons such as: travel, distance and time, legal matters, religious reasons, delayed funeral or other unforeseen circumstances.

**d. Personal Leave**

The Superintendent will be granted five (5) days of personal leave each year. Personal leave is not carried over from year to year.

**3. Vacation**

The Superintendent will be eligible for twenty (20) vacation days. Each year's total allotment of vacation days shall be available on the first day of the fiscal year.

- a. The Superintendent can carry over no more than 20 vacation days from year to year, any days in excess of this carry over are lost.
- b. All accumulated vacation time will be paid to the Superintendent (or his estate) in the next pay period following resignation, retirement, termination, or death prorated at the then effective per diem rate of pay calculated based on the actual number of days in each year the Superintendent is required to work.
- c. Because the Superintendent's workday is flexible and frequently extends beyond normal working hours, reasonable time off during the day for

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personal reasons or emergencies will be allowed without loss of pay or deduction from personal or vacation leave.

- d. The Superintendent shall also be entitled to all paid legal holidays granted to twelve month employees of Acton Boxborough Regional School District.

**4. Tuition Reimbursement**

- a. The Superintendent will be reimbursed for fees and tuition for courses, including in-service courses, which are taken with the advance written approval of the Chair of the School Committee. This approval will be subject to the limits of the budget for course reimbursement. The course must be completed with a grade B- or better. Such reimbursement shall be received by the Superintendent upon presentation of the bill from the Bursar for payment for the course.

Should the Superintendent not complete the course with a B- or better, then the fee and tuition for the course will be deducted from the Superintendent's pay check. The Superintendent shall execute an authorization for the deduction of such amount from his pay.

- b. The amount necessary to pay the reasonable expense (including fees, meals, lodging and/or transportation) incurred by the Superintendent in attending workshops, seminars, conferences or other professional improvement sessions will be budgeted by the School Committee.

**VII. Medical Examination**

The Committee agrees to bear the cost of a full annual physical examination of the Superintendent upon request by the Committee, and the Superintendent shall provide a summary by the examining physician of findings.

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**VIII. Termination**

The Parties may terminate this Agreement at any time by mutual agreement.

In the event that the Superintendent desires to terminate this contract before the term of service shall have expired, he may do so by giving written notice of this intention to the Committee no later than October 15<sup>th</sup> of any year during the term of this agreement (to be effective on the following June 30), or by giving a minimum of six months' notice to the Committee. The Superintendent's failure to give full and timely notice shall constitute "good cause" for termination.

The Committee may terminate this contract at any time without further obligation by a majority vote for any of the following reasons: inefficiency, incapacity, incompetence, conduct unbecoming to a superintendent, insubordination, or other good cause. Where termination is effected for good cause, a hearing shall be convened in Executive Session unless the Superintendent requests that it be public. The Superintendent may be represented at such hearing by counsel who shall be entitled to participate on behalf of the Superintendent. The Committee shall provide fourteen (14) days' written notice of said hearing with a statement of charges in sufficient detail to place the Superintendent on notice of the basis for such intended action, including copies of all relevant documents on which the Committee intends to rely for such action.

Termination of the Superintendent's appointment shall terminate this agreement.

**IX. Resignation**

There shall be no penalty for release or resignation by the Superintendent from this contract, provided no resignation shall become effective until the close of any school year in which this contract is in effect and the Superintendent has notified the Committee of his resignation in writing by October 15 of the school year in which he resigns effective June 30 of that school year.

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**X. Arbitration**

**(A) Scope of Controversy**

Any claim alleging the breach of this contract shall be settled and determined solely and exclusively by arbitration in accordance with the Employment Arbitration Rules of the American Arbitration Association and an award by an Arbitrator appointed pursuant to such rules shall be final and binding on the parties and may be entered into any court, tribunal or commission otherwise having jurisdiction thereof, for enforcement pursuant to the provisions of M.G.L. c. 150C, then relative to the arbitration of employment disputes. The parties expressly waive any right to assert such claims in any other forum.

**(B) Arbitrator's Authority**

Either party may invoke the arbitration provisions hereunder by filing a demand for arbitration with the American Arbitration Association and the other party. In the case of a termination, if the arbitrator determines that the termination was not for good cause, his authority is limited to awarding the Superintendent monetary damages which may not exceed what the Superintendent would have been entitled to had his contract not been terminated prior to its expiration. In no case shall such award order or require the reinstatement of the Superintendent to his position.

**XI. Indemnification**

(A) The Committee shall at all times indemnify and hold the Superintendent harmless to the maximum extent and in accordance with the terms of MGL c. 258. The Superintendent shall comply with all obligations to assist in any litigation instituted in which the statutory indemnification is applicable, provided, however, that upon cessation of the employment relationship the Superintendent shall be compensated for such assistance in any day or part thereof during which such assistance is rendered at his then effective per diem rate of pay, subject to any applicable legal limits.

(B) This indemnification provision, Article XI, A. and B. shall survive expiration of this employment agreement or the cessation of the employment relationship by any means or cause.

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- (C) If the Superintendent fails to cooperate in a full and timely manner with the investigation and/or defense of any actions brought against the Superintendent, then the Committee will be under no obligation to indemnify the Superintendent pursuant to this section of this Agreement beyond that required by Chapter 258.

**XII. Liability Insurance**

The Committee agrees to maintain a policy or in the alternative to reimburse the Superintendent for annual premiums the Superintendent pays for the duration of the term of this agreement, for the Superintendent to be covered as a named insured under the School Districts' professional liability insurance policy.

**XIII. Entire Agreement**

This contract embodies the whole agreement between the Committee and the Superintendent and there are no inducements, promises, terms, conditions or obligations made or entered into by either party other than those contained herein. The contract may not be changed except in writing and signed by the party against whom enforcement thereof is sought. This contract supersedes all prior agreements between the parties, and all such prior agreements shall be without further effect.

**XIV. Invalidity**

If any paragraph or part of this agreement is invalid, it shall not affect the remainder of said agreement, but said remainder shall be binding and effective against all parties.

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IN WITNESS WHEREOF, the parties have hereunto signed and sealed this Agreement in quadruplicate on the day and year first written above.

Amy Krishnamurthy

Chair, Acton-Boxborough Regional School Committee

4-2-18

Date

Peter Light, Superintendent

Acton-Boxborough Regional Schools

4-2-18

Date

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ADDENDUM I

Enacted on  
July 1, 2018  
To the  
Contract of Employment  
For Peter Light  
Superintendent of Schools

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Employment & Salary History:

Period	Salary (annualized)
7/1/18-6/30/19	\$197,000
7/1/19-6/30/20	\$201,925
7/1/20-6/30/21	

Future salary changes will be added to this addendum. Such changes shall not otherwise modify or affect the terms of this contract, which shall remain in full force and effect in accordance with its terms.

Diane Baum

Diane Baum  
Chair, Acton-Boxborough Regional School Committee

6/13/2019

Date

Peter Light

Peter Light, Superintendent  
Acton-Boxborough Regional Schools

7/5/19

Date

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ADDENDUM II

Enacted on

July 1, 2018

To the

Contract of Employment

For Peter Light

Superintendent of Schools

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The Committee requests that Mr. Light take part in the "New Superintendent Induction Program" offered by the MA Department of Elementary and Secondary Education and MASS, and agrees to pay for this program. The charges for the New Superintendent Induction Program will be paid directly by the District and are estimated to be as follows:

Year 1     \$4,800

Year 2     \$3,500

Year 3     \$3,500

Amy Krishnamurthy

Chair, Acton-Boxborough Regional School Committee

4-2-18

Date

Peter Light, Superintendent

Acton-Boxborough Regional Schools

4-2-18

Date

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## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	6.2
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<b>AGENDA ITEM TITLE</b>	Approval of Meeting Minutes
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<b>PRESENTER(S)</b>	Tessa McKinley
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<b>SUMMARY OF TOPIC</b>	The Committee reviews and votes to accept the minutes of the previous meeting.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
<b>X</b>	Request formal action with a specific vote:	
If formal action is requested, is this item being presented:		
	for the first time, with a request that the School Committee vote at a subsequent meeting OR	
<b>X</b>	with the request that the School Committee take action immediately	

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	"Move that the ABRSC approve the minutes of the meeting on June 4, 2020 as written/amended"
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
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<b>ATTACHMENTS</b>	Draft minutes
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*To develop engaged, well-balanced learners through collaborative, caring relationships.*

WELLNESS • EQUITY • ENGAGEMENT



ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)  
Draft Meeting Minutes

Virtual Public Zoom Webinar Meeting

June 4, 2020

To attend: <https://abschools.zoom.us/j/95248771505>

7:00 p.m.

To call in: 312 626 6799

Live streaming: <https://youtu.be/VNjvpgqdo98>

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Members Present: Evelyn Abayaah-Issah, Diane Baum, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley (off-line 7:21 – 7:26 p.m.), Maya Minkin, Paul Murphy, John Petersen, Nora Shine, Angie Tso

Members Absent: none

Others: Marie Altieri, Deborah Bookis, Dawn Bentley, Peter Light, Beth Petr, Dave Verdolino, Amy Bisiewicz,

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## 1. Call to Order

The ABRSC was called to order at 7:06 p.m. by Chairperson Tessa McKinley.

Due to the schools being closed as a result of the coronavirus, the meeting was being conducted remotely via a Zoom webinar by all 11 of the School Committee members, per Remote Participation policy, BEDJA. Public participation was possible via the zoom link or call in phone number. The open meeting was also recorded and being live streamed on youtube. Meetings are posted on Acton TV's website at <http://actontv.org/on-demand/government>. Per the remote policy, all votes were done by roll call with each member stating their vote after the Chairperson called their name.

## 2. OPEN MEETING

### 2.1. Chairman's Welcome

#### 2.1.1. Annual Spring Town Elections Results

- The Committee welcomed their newest member – Evelyn Abayaah-Issah from Boxborough. Tessa McKinley was also congratulated on being re-elected for another term. Tessa shared how meaningful their swearing in at Boxborough Town Hall earlier that day had been and thanked everyone for allowing her to continue to serve our community. Members will recognize and thank outgoing member, Michael Bo at the next meeting. Congratulations were also given to the new Acton members, Kyra Cook and Yebin Wang. They will not be sworn in and take office until after Acton Town Meeting ends at the end of June.
- Boxborough Annual Town Meeting will be June 22. Acton Town Meeting will be June 29.

In response to the death of George Floyd on May 25<sup>th</sup> and the current protests and events, many people asked if the Committee would have a response. The Superintendent read the AB Leadership Statement Regarding Racial Protests, 6/2/20 found in the packet. Diane Baum read a statement from the MASC members that called upon,

*“..... our colleagues and constituents at every level of government and in every school district to use their positions as leaders, educators and mentors to the current and future generations to speak out and use their classrooms, schools and their voices as instruments for securing social and economic justice for our students, their families, and their communities and their nation. We must move with purpose to ensure that we, as a people, act deliberately to demonstrate to all Americans that prejudice and hate will not be tolerated and will be challenged at every turn.”*

John Petersen encouraged members to exemplify love in their meetings for each other and their work. Ginny Kremer appreciated the protest done in West Acton that was organized by and for the students. She congratulated them for standing up. Evelyn Abayaah-Issah thanked Diane for the beautiful statement adding that it spoke for people of color that what happened recently shows that people in this community recognize that there is a problem and they are ready and want to make a change together.

Paul Murphy moved, Ginny Kremer seconded and it was unanimously,

**VOTED by roll call:** to support the statement as read by Diane.

(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

2.2. Public Participation – *none*

2.3. High School Student Representatives Update – *none*

### 3. PRESENTATIONS

#### 3.1. Acton-Boxborough Student Activities Fund (ABSAF) Donation of \$60,000 – **VOTE** – Marie Altieri

Marie introduced the four ABSAF board members: student Anya Mittal, student Sophie Zhang, Brian O'Connor and Jim Kirkman. Anya gave a brief background of ABSAF. They have donated well over \$1M over the years to the District to support athletics from the Junior High to varsity level, the performing arts, and Community Service at the Junior High and High School. Sophie spoke about the 22 students and adults on the Board. This amount represents the past year of fundraising.

Adam Klein moved, Angie Tso seconded and it was unanimously,

**VOTED by roll call:** to accept this generous donation from ABSAF.

(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

Tessa thanked the board members for speaking about ABSAF and expressed her gratitude for the donation.

#### 3.2. School Closure Update – Peter Light

*Congratulations to our New Retirees!*

Marie Altieri welcomed many of the retirees and principals who were in the audience. Because of the pandemic, the traditional district retirement party had to be replaced by virtual celebrations in each of the schools. Marie introduced each retiree and their principal delivered a brief tribute. The Committee appreciated the chance to also thank everyone. The 24 retirees represent 373 years of service.

Mr. Light invited everyone to attend the Graduation Rolling Rally parade on June 5<sup>th</sup> to help the Class of 2020 celebrate commencement. He thanked all of the organizations who helped support this new version of graduation – both towns' health departments, administrators, the elected and town officials, High School staff, the PTSO and Project Graduation volunteers.

Mr. Light reported that the planning process for reopening school that was discussed at the previous meeting is now in progress. All of the groups have met and two steering committee meetings have been held. They will be reaching out to many stakeholders very soon via a survey.

### 4. NEW BUSINESS

#### 4.1. Policy Subcommittee – Amy Krishnamurthy (6/1)

##### 4.1.1. Graduation Requirements, File: IKF, **Third Read – VOTE**

Diane Baum appreciated that the revision included some of her comments from the May meeting, but asked about the two tenants of the MA Core that were left out. Marie Altieri explained that the Administrators did not want the requirements to increase participation in AP classes. There was a discussion of who the 3% of students are who are not already meeting these requirements and how they will be supported. Some may receive waivers (for the World Language requirement, for instance, if they are learning english). The 97% of students already meeting these requirements includes students with

disabilities. Some students don't have enough diversity of choices after they take a certain class, particularly in science and math, and that is what the district needs to provide for. The goal is to increase choices of courses. Angie Tso asked if the district could avoid setting limits in terms of classes with the virtual classrooms being used now, and if virtual classes would be included in the future. Mr. Light said that it is too early to speculate what the district will want to do virtually compared to in person.

Diane Baum moved, Adam Klein seconded and it was

**VOTED by roll call:** to approve the policy IKF.

(YES: Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso  
ABSTAINED: Abayaah-Issah)

4.1.2. **Second Reads – VOTE – Amy Krishnamurthy**

4.1.2.1. Use of Facilities, File: KF

John Petersen moved, Paul Murphy seconded and it was

**VOTED by roll call:** to approve the policy KF.

(YES: Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso  
ABSTAINED: Abayaah-Issah)

4.1.2.2. Policy Development, File: BG

Adam Klein moved, Paul Murphy seconded and it was unanimously,

**VOTED by roll call:** to approve the policy BG.

(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy,  
Petersen, Shine, Tso)

4.1.2.3. Annual Organizational Meeting, File: BDA

4.1.2.3.1. NEW: Annual Organizational Meeting procedures, File: BDA-R- **VOTE**

The Policy Subcommittee met to develop procedures to go with this policy to make the election process clearer prior to their annual organizational meeting on July 1<sup>st</sup>. Although the Committee does not usually write or vote procedures, because these are specifically for the Committee's process, it was agreed that a vote would be appropriate. Members discussed whether a second reading of the procedures was needed. Tessa explained that second readings are important when more discussion is needed, but there was significant discussion at the previous meeting. Most members felt they were ready to vote. Given that the next meeting will be a full one, Tessa asked members to vote. An edit was made to the definition of "majority vote" to insert "of the weighted votes" to "of those voting" in the last sentence.

Adam Klein moved, John Petersen seconded and it was

**VOTED by roll call:** to approve the policy BDA

(YES: Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen,  
Shine, Tso ABSTAINED: Abayaah-Issah)

Adam Klein moved, Ginny Kremer seconded and it was

**VOTED by roll call:** to approve the procedures dated 6/4/20, File: BDA-R

(YES: Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen,  
Shine ABSTAINED: Abayaah-Issah, Tso)

5. **ONGOING BUSINESS**

5.1. **Approval of ABRSC Meeting Minutes of 5/21/2020**

John Petersen moved, Paul Murphy seconded and it was,

**VOTED by roll call:** to approve the minutes of May 21, 2020.

(YES: Abayaah-Issah, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso  
ABSTAINED: Baum)

5.2. **EDCO Collaborative Financial Update – VOTE- Peter Light**

Referring to his memo, Mr. Light summarized EDCO's financial situation and the position of several member districts. At that day's Board of Directors meeting, Lexington withdrew their motion to termination the organization, although they still plan to withdraw. Mr. Light recommends staying as members. He believes in the strength of the organization and pragmatically it is more beneficial to help turn EDCO around and be part of that process. In his opinion, Dr. Ekstrom is providing the right direction and she has offered to work with a former director.

At the last meeting, Mr. Light mentioned a \$20,000 assessment for FY20 to solve their budget deficit. He confirmed that FY21's assessment will return to \$14,000 because the deficit was only in FY20. Diane Baum spoke in strong support of EDCO's Professional Leadership roundtables which have been invaluable to her as a School Committee member. She encouraged members to make more use of EDCO's great programs. She asked why AB does not use EDCO's ABCD program for 6-12 graders with substance abuse issues. Mr. Light replied that many of these programs are relatively new, and it has to be the right student with the right profile at the right time to make a proper placement. EDCO is going to provide us with an extended summer learning program. Several members spoke in favor of the collaborative and the importance of committing to it.

Adam Klein moved: that the Acton-Boxborough Regional School Committee reaffirm our commitment to the remaining members of the EDCO collaborative. Ginny Kremer seconded the motion.

John Petersen offered an amendment to add: "recognizing the value that EDCO provides to our school community and the Commonwealth" to the end of the motion. Adam accepted the amendment. Paul Murphy seconded the amendment.

Members unanimously,

**VOTED by roll call** to accept the amendment.

(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

Members unanimously,

**VOTED by roll call**: that the Acton-Boxborough Regional School Committee reaffirm our commitment to the remaining members of the EDCO collaborative, recognizing the value that EDCO provides to our school community and the Commonwealth.

(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

### 5.3. **Budget Update – Dave Verdolino**

#### 5.3.1. FY21 Budget Update and Town Meeting Prep (*oral*)

FY21 will open in the accounting system next week so orders can be place. The resources reopening team is creating guidelines regarding appropriate purchases. Regarding the "big picture", no state guidelines are expected until next month. Guidance about federal grant programs is trickling in but there is no clear instructions yet as to how funds can be accessed. Submissions are being prepared for the FEMA grant, ESSER funds, and the CARES Act money. CARES is the significant source. The superintendent, Marie and Dave had a preliminary discussion with Town Manager John Mangiaretta and Town Administrator Ryan Ferrara about CARES and how the regional district funds are handled. We will have eligible costs for their CARES Act funding lists.

### 5.4. **Subcommittee and Member Reports**

#### 5.4.1. School Building Committee Update –*Peter Light*

##### 5.4.1.1. Approval of the Project Funding Agreement for the Douglas-Gates Elementary School Project – **VOTE**

The first test drills of the project will soon be started as well as demolition of two of the Gates classrooms. Construction fencing will be going up. The public is invited to sign up for weekly updates from the Project Manager by going to the Building Project website. School Committee members have been signed up. Noting that the document is a standard MSBA template, Mr. Light asked the Committee to vote the Project Funding Agreement.

Adam Klein moved, Ginny Kremer seconded and it was unanimously,

**VOTED by roll call:** to approve the Project Funding Agreement for the Douglas Gates Project.  
(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

When members realized that the motion was not complete, Maya Minkin moved, Paul Murphy seconded and it was unanimously,

**VOTED by roll call:** that the ABRSC approve the Project Funding Agreement as issued by the MSBA and authorize the Superintendent of Schools to execute the agreement.  
(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

5.4.1.2. Minutes of meeting on 5/13/20

5.4.2. Acton Leadership Group (ALG) –*Diane Baum (6/4)*

Plans are underway for Acton Town Meeting with accommodations for safety – 20 warrant articles, limiting discussion as appropriate, including background information in the warrant and overflow rooms with possible outdoor seating. As we head to the fall, Diane repeated the Acton Finance Committee’s emphasis that FY22 is expected to have “huge deficits” and reserves will need to be used. Everyone needs a plan for how the towns and schools will get through it.

5.4.3. Acton Finance Committee – (5/28)

Mr. Light attended and they voted unanimously to support the School budget w one abstention.

5.4.4. Budget Subcommittee – *Tessa McKinley (6/2)*

Additional information might be recorded for Town Meeting so people can view it and keep Town Meeting focused on discussion instead of spending time on presentations.

5.4.5. Health Insurance Trust – *John Petersen (5/28)*

At the meeting on May 28, expenses through ten months were \$14.8 million against income of \$13.6 million for a loss of \$1.2 million not including expected reinsurance recoveries of \$0.23 million. April showed a favorable variance of \$209K related to reduction in services for members including elective procedures. This favorability is expected for May and June with the revised expectation that the Trust will lose between \$0.5 million and 1.0 million in FY20. The unrestricted assets of the Trust are expected to be about \$5 million at yearend which is equivalent to about 25% of annual expenses. The Trustees discussed the merits of establishing a policy to govern the level of Trust unrestricted assets and a policy to govern investment of Trust assets. Members were generally supportive of establishing formal policies. Members are doing research which will be reviewed at a future meeting.

6. **Recommendation to Accept Anonymous Donation of Personal Coverage Material to the ABRSD –**

**VOTE** – *Peter Light*

Diane Baum moved, Paul Murphy seconded and it was unanimously,

**VOTED by roll call:** to accept this generous gift of masks to the district.

(YES: Abayaah-Issah, Baum, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

7. **Statement of Warrants and Recommendation to Approve – VOTE – *Tessa McKinley***

Tessa McKinley moved, Adam Klein seconded and it was unanimously,

**VOTED by roll call:** to approve:

Payroll warrant(s) as follows – Number P2024 dated 5/21/20 in the amount of \$2,790,548.89;

Payroll deduction warrant(s) as follows – Number 20-024PR dated 5/21/20  
in the amount of \$1,127,634.01;

Vendor warrant(s) as follows – Number 20-024 dated 5/28/20 in the amount of \$1,572,589.29

(YES: Abayaah-Issah, Baum , Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

8. **FYI** – Congratulations to our AB student who created the MA Foreign Language Association winning poster.

9. **Adjourn**

Dr. Ekstrom thanked the Committee for their support of EDCO. Angie noted that today was the anniversary of the 1989 Tiananmen Square protests and that “the pursuit of liberty and justice never ends”.

Adam Klein moved, Ginny Kremer seconded and it was unanimously,

**VOTED by roll call:** to adjourn at 9:05 p.m.

(YES: Abayaah-Issah, Baum , Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

Respectfully submitted,  
Beth Petr

List of documents used: see agenda



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

MEETING DATE	06-18-20	AGENDA ITEM NUMBER	6.3
AGENDA ITEM TITLE	Budget Update		
PRESENTER(S)	Finance Director Dave Verdolino		
SUMMARY OF TOPIC	Review of any current information regarding the FY20 or FY21 budgets, including a discussion of the upcoming Annual Town Meetings (Boxborough on June 22 and Acton on June 29) where the School District Budget and assessments will be presented and voted on by the citizens		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
X	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	FY21 Budget Book for use at the Town Meetings

*To develop engaged, well-balanced learners through collaborative, caring relationships.*

WELLNESS • EQUITY • ENGAGEMENT



**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT  
ACTON AND BOXBOROUGH, MASSACHUSETTS**



**PROPOSED BUDGET  
Fiscal Year 2020-2021**

Spring 2020

# ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

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### **Acton-Boxborough Regional School Committee**

Tessa McKinley,  
Chair

Diane Baum  
Vice Chair

Adam Klein  
Vice Chair

Michael Bo

Ginny Kremer

Amy Krishnamurthy

Maya Minkin

Paul Murphy

John Petersen

Nora Shine

Angie Tso

### **Central Administration**

Peter Light,  
Superintendent

Marie Altieri,  
Deputy Superintendent

Dawn Bentley, Assistant  
Superintendent, Diversity,  
Equity and Inclusion

Deborah Bookis, Assistant  
Superintendent, Teaching and  
Learning

Erin Bettez, Director,  
Community Education

Amy Bisiewicz, Director,  
Educational Technology

J.D. Head, Director, Operations

David Verdolino, Director,  
Finance

### **School Administration**

Larry Dorey, Principal, AB  
Regional High School

Andrew Shen, Principal, R.J.  
Grey Junior High School

Dana F. Labb, Principal,  
Blanchard School

Damian J. Sugrue, Principal,  
Conant School

Christopher Whitbeck,  
Principal, Douglas School

Lynne Newman, Principal,  
Gates School

David Krane, Principal,  
McCarthy-Towne School

Juliana Schneider, Principal,  
Merriam School

## Covid-19 Update June, 2020

Our schools recognize the enormous impact of Covid-19 and the economic downturn on members of our community, and it is similarly important for our community to understand that the pandemic and school closures have and will continue to impact every aspect of our school operations, teaching and learning, and budgeting. Recognizing the economic uncertainty that lies ahead, we worked with our School Committee throughout the spring to reduce our budget requests by just over \$1M in non-instructional areas including capital spending, administration, salaries, and a modest increase in the use of Circuit Breaker Reserves (Special Education).

Recognizing the uncertainty of planning for a transition to school in the fall, approximately ½ of the total reduction will be reserved for unanticipated costs related to Covid-19. We will continue to maximize grant opportunities for reimbursement of eligible expenses, and should the district not need all or part of the reserved amount, it will be returned to our reserves the following year. We believe this to be a prudent way to plan for the immediate uncertainty ahead, while also maintaining stability for possible economic uncertainty beyond FY21. Financial information throughout this memo reflects the original budget adopted by our school committee in February 2020.

**Reductions undertaken by the schools to reflect the impact of Covid-19 result in an overall operational budget increase of 2.73%. When debt repayment for the building project (detailed below) is included, the total increase in assessments are 7.10% (Acton) and 5.21% (Boxborough)**

We would like to thank our community for the tremendous support of our schools during this closure, and in particular, for the tremendous support you showed for our recent graduates.

## FY21 Budget

Developing a school budget takes significant time, energy and collaboration among many individuals and groups within our schools and community. The Budget evolved over multiple iterations during the first months of the school year. The discussion included feedback from our school committee, school and district administrators, local officials, and staff regarding the development of budget priorities, staffing requests, capital improvements, and key strategic allocations that will further the work of the district in realizing the goals of our new Strategy for Improvement.

## Debt Repayment

In addition to the typical operating budget increase proposed by the schools, the district needed to add the costs of repaying the first year's debt on the building project to the warrant for Town Meeting. On Tuesday March 3, the District completed the sale of our bonds to fund both the school building project and the Capital Improvement Plan (CIP). Thanks to the strategic planning of our Debt Strategy Subcommittee and the efforts of our finance team and Treasurer Margaret Dennehy, the District was able to confirm its AAA bond rating from Standard and Poors and secure historically low interest rates on the bonds for these projects. The final interest rate on the 30 year bond for the building project is 2.198%. The final interest rate for the bond for the district's CIP is 1.026%. These historically low interest rates result in significant savings to the district and taxpayers.

Based on the final interest rate for the CIP bond, the district will save more than \$1.4 million in interest payments over the life of our loan compared to what was proposed to and approved by voters at Town Meeting in 2019. Based on the final interest rate of the building project bond, average tax increases will be \$385 in Acton and \$279 in Boxborough. This represents a savings of approximately \$35 - \$67 per year per household compared to what

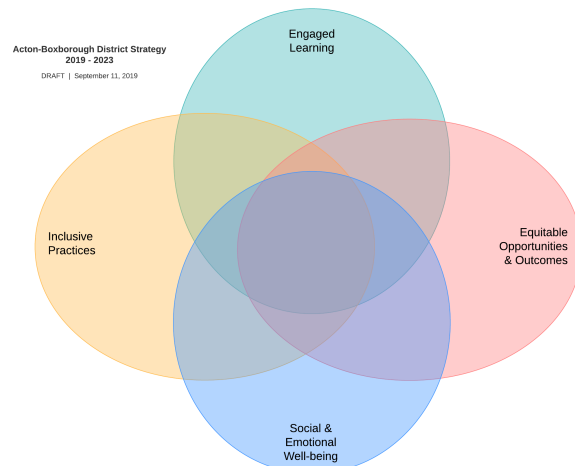
was approved by voters in December 2019, and a savings of 50% per household compared to what was approved by voters in 2017 when the feasibility study was approved at Town Meeting.

The debt payment (beyond the operating budget) is \$3,445,991 for the first year. When voters review the warrant for Town Meeting, it is important to know that the total increase in the FY21 budget reflects this appropriation to pay the debt for the new school. Including the debt repayment for the building project, the district's proposed budget for FY21 is \$96,912,701. This represents a *total* increase to the budget of 6.52%, and assessment increases of 7.10% (Acton) and 5.21% (Boxborough).

### Strategy in Transition

The District remains committed to our Core Values of Wellness, Equity and Engagement, as well as our Vision and Mission to provide high quality educational opportunities to inspire a community of learners and to develop engaged, well-balanced learners through collaborative, caring relationships. This year marks a transitional period for the District's strategy to achieve these ends. The administrative team is working with our School Committee to consider feedback I solicited during my entry process as outlined in my [Report of Entry Findings](#). To that end, we are developing a new long-range strategy that will guide the District over the next 3-5 years. The new strategy focuses on four key overarching Strategic Objectives that intentionally support one another: *Engaged Learning*, *Inclusive Practices*, *Social and Emotional Wellbeing*, and *Equitable Opportunities and Outcomes*.

We will continue to develop our strategy over the course of this year. We recognize that as our students' needs evolve and we seek to improve outcomes for all students, we will need to reconsider established ways that we have allocated our resources. To this end, we have proposed a budget that strategically allocates resources aligned with our overarching Strategic Objectives.



We have placed particular emphasis on Strategic Objectives for improving students' *Social and Emotional Wellbeing*, and ensuring *Equitable Opportunities and Outcomes*, through budget priorities that drove reallocations of staff within special education, and through the decision to reduce tuition for All Day Kindergarten. Additionally, proposed changes in resource allocation within the general education program are designed to increase our focus on *Engaged Learning*. Because the overall strategy has been intentionally designed with overlapping Strategic Objectives, we believe that the proposed budget will support the District's capacity in all four of these priority areas.

### FY21 Budget Priorities

The main strategic priorities accomplished through this budget include:

- I. **Reallocation of existing resources in order to continue our Strategic Growth and adhere to the Budget Guidelines:**

While the District will reduce its overall staffing by 1.2 FTE, which includes 0.8 of FTE reductions included in the \$1M adjustment referred to in the first paragraph of this message, we are proposing to reallocate existing resources to new staffing with no overall budgetary impact. By reallocating existing staff and

resources in the general education environment, we were able to add an elementary STEAM coach, a math support teacher at the junior high school, a high school Dean of Academics and a Digital Learning Specialist to support a roll-out of a 1:1 Initiative in grade 9 next year.

Within Special Education, we will also reallocate existing staff and resources to create new positions. New staff positions within special education include teachers to expand the capacity of programs, counseling supports for students who require specialized programming and support for general education teachers who work with students that have complex social-emotional needs.

**II. A commitment to a multi-year, fiscally responsible transition to tuition-free all-day kindergarten:**

Beginning last year, the School Committee began to consider a move toward tuition-free All-Day Kindergarten (ADK) and voted to reduce ADK tuition by \$750 per year in FY21 with a commitment to implement tuition-free ADK at some point in the future. With the passage of the [Massachusetts Student Opportunity Act](#), and revenue that is projected to come to ABRSD in the future years of its implementation, the move to ADK would eventually become cost-neutral for the District.

**III. Implementation of the Capital Improvement Plan (CIP) that was developed and adopted during the FY20 Budget Process:**

The district is proposing to continue full implementation of the CIP during FY21, but proposes to slow the growth of capital funding in order to reduce the impact of the budget on taxpayers. Specifically, we propose to level-fund the capital allocation in the operating budget at \$1.2M. This amount, coupled with \$4.65M in bond proceeds (approved by voters in FY20) will allow the district to fully implement the Capital Improvement Plan for FY21. To see a full list of projects included in our CIP, please visit our Capital website.

[https://www.abschools.org/district/superintendent\\_s\\_office/capital\\_planning/interactive\\_capital\\_plan\\_info](https://www.abschools.org/district/superintendent_s_office/capital_planning/interactive_capital_plan_info)

**Summary**

A budget is more than a spending plan; it is a strategy toward achieving a set of goals which helps the District to achieve its vision. It is my hope that our budget presents a clear and compelling vision of how the District will leverage the valuable financial resources of the community to continue to improve our schools for the benefit of our students. More information about our [FY21 Budget](#) is available online.

**ACTON-BOXBOROUGH Regional School District**  
**Calculation of Regional Member Assessments**

Revised (May 21)  
 Budget  
 FY2021

		ACTON	BOXBOROUGH
%s represent:	3-year average of total K-12 student enrollment by Town	<< 84.34%	<< 15.66%
	3-year K-12 average with 5% reduction to Boxborough**	<< 89.34%	<< 10.66%
<b>EXPENDITURES INSIDE DEBT LIMIT (Prop. 2-1/2):</b>			
OPERATING BUDGET (Recurring Non-Capital Expenditures)	\$90,708,592	\$76,501,549	\$14,207,043
^ includes Contingency (est. expenses for re-opening school fall, 2020) ^	\$500,000		
CAPITAL BUDGET, INCLUDING DEBT SERVICE -			
Capital Improvement Program (CIP) Plan - Debt Service	900,000	\$759,039	\$140,961
Capital Improvement Program (CIP) Plan - Current Year Projects	-	\$0	\$0
Lower Fields Construction Debt Service **	96,118	\$85,870	\$10,248
	\$91,704,710	\$77,346,458	\$14,358,252
<b>EXPENDITURES OUTSIDE DEBT LIMIT (Prop. 2-1/2):</b>			
RJ Grey Junior High Construction Debt Service **	375,720	\$335,660	\$40,060
Senior High Construction/Renovation Debt Service **	1,386,280	\$1,238,471	\$147,809
<b>Douglas/Gates Twin School Construction Debt Service</b>	<b>3,445,991</b>	<b>\$2,906,270</b>	<b>\$539,721</b>
<b>GROSS DISTRICT BUDGET (Revised ABRSD Appropriation)</b>	<b>96,912,701</b>	\$81,826,859	\$15,085,842
	6.52%		
ADD - Allocated Debt Service Budgeted by Both Towns (see Credit below)	\$729,458	\$615,208	\$114,250
	\$97,642,159 A	\$82,442,067	\$15,200,092
		84.43%	15.57%
<b>LESS - REVENUES AND RESERVE USE:</b>			
CHAPTER 70 AID	\$15,345,811		
REGIONAL SCHOOL TRANSPORTATION AID	\$2,097,225		
CHARTER SCHOOL AID	\$50,000		
MISCELLANEOUS REVENUES	\$567,500		
TRANSFER FROM RESERVES - Excess & Deficiency (E&D)	\$1,145,000	\$965,667	\$179,333
<b>TOTAL REVENUES AND RESERVE USE</b>	<b>\$19,205,536 B</b>	<b>\$16,197,509</b>	<b>\$3,008,027</b>
		84.34%	15.66%
<b>FUNDING FROM MEMBER TOWNS:</b>			
GROSS REGIONAL APPROPRIATION less REVENUES (A minus B)	\$78,436,623	\$66,244,557	\$12,192,065
CREDIT - Debt Service Paid Directly by Both Towns	(\$729,458)	(\$635,508)	(\$93,950)
ADJUSTMENT - Cost Shift per Appendix A of Regional Agreement	\$0	(\$25,000)	\$25,000
<b>NET ASSESSMENT AMOUNT DUE FROM BOTH TOWNS</b>	<b>\$77,707,165</b>	<b>\$65,584,049</b>	<b>\$12,123,116</b>
<b>TOTAL INCREASE FROM PRIOR YEAR ASSESSMENT - \$</b>	<b>\$4,949,626</b>	\$4,349,111	\$600,515
<b>TOTAL INCREASE FROM PRIOR YEAR ASSESSMENT - %</b>	<b>6.80%</b>	7.10%	5.21%
<b>ASSESSMENT BREAKDOWN:</b>			
CAPITAL BUDGET ASSESSMENT COMPONENT - \$	\$6,204,109	\$5,325,309	\$878,800
CAPITAL BUDGET COMPONENT INCREASE - %			
OPERATING BUDGET ASSESSMENT COMPONENT - \$	\$71,503,056	\$60,258,741	\$11,244,315
OPERATING BUDGET COMPONENT INCREASE - %	2.67%	2.99%	0.96%

**Acton-Boxborough Regional School District**  
**Comparative Budget Summary by Character Code**

	FY2018 Budget	FY2018 Actual	FY2019 Budget	FY2019 Actual	FY2020 Budget	FY2021 Proposed	FY2021 Variance	% Chg.
Salaries, Teaching - 01	34,957,155	34,684,015	36,836,152	37,095,832	38,644,222	40,299,131	1,654,909	4.3%
Salaries, Principals - 02	2,393,559	2,410,510	2,447,883	2,450,914	2,509,716	2,564,667	54,951	2.2%
Salaries, Central Administration - 03	1,249,128	1,467,558	1,306,890	1,300,646	1,327,515	1,354,186	26,671	2.0%
Salaries, Support Staff - 04	9,716,262	9,638,298	11,911,339	11,379,419	12,353,716	12,723,045	369,329	3.0%
Salaries, Athletics - 05	583,202	558,340	627,874	608,746	691,197	695,099	3,902	0.6%
Salaries, Buildings - 06	808,007	755,248	818,672	804,320	950,523	963,741	13,218	1.4%
Salaries, Custodial - 07	1,531,398	1,465,529	1,559,721	1,464,521	1,576,310	1,574,089	(2,221)	-0.1%
Salaries, Home Instruction - 08	8,500	956	8,500	1,231	-	3,000	3,000	n/a
Salaries, Misc. Student Services - 09	1,574,847	1,496,979	432,428	269,599	313,000	234,000	(79,000)	-25.2%
Salaries, Subs Miscellaneous - 11	73,103	58,880	71,103	14,684	61,428	8,000	(53,428)	-87%
Salaries, Subs Instructional - 12	681,212	743,352	702,095	764,726	593,200	699,000	105,800	17.8%
Salaries, Overtime - 13	233,215	251,526	233,215	312,904	186,985	191,250	4,265	2.3%
Stipends, Curriculum/Instruction - 14	197,000	115,704	189,500	160,693	175,399	174,200	(1,199)	-0.7%
Fringe, Course Reimbursement - 15	56,000	57,827	56,000	69,624	56,000	105,000	49,000	87.5%
Fringe, Health Insurance - 16	8,385,796	8,253,656	8,072,389	7,568,255	7,432,894	7,910,233	477,339	6.4%
Fringe, Health Insurance, Retiree - 17	879,098	889,010	946,579	955,541	1,120,175	1,098,823	(21,352)	-1.9%
Fringe, Life/Disability Insurance - 18	42,100	40,375	44,520	42,775	45,856	45,856	-	0.0%
Fringe, Unemployment Insurance - 19	40,000	31,674	40,000	48,377	40,000	40,000	-	0.0%
Fringe, Workers Compensation - 20	600,000	493,550	515,574	440,589	420,978	443,290	22,312	5.3%
Fringe, Middlesex Cty. Retirement - 21	2,318,753	2,318,753	2,513,393	2,468,034	2,663,092	2,845,329	182,237	6.8%
Fringe, Medicare - 22	825,000	812,991	827,105	859,053	872,871	934,500	61,629	7.1%
Contributions, OPEB Trust Fund - 23	900,000	900,000	900,000	900,000	900,000	900,000	-	0.0%
Instruction Supplies - 24	1,049,095	1,258,899	1,156,237	1,357,509	1,265,641	1,247,750	(17,891)	-1.4%
Instruction Textbooks - 25	265,689	239,975	258,915	234,753	262,398	258,813	(3,585)	-1.4%
Instructional Services - 26	55,628	53,913	578,590	374,228	656,500	657,700	1,200	0.2%
Other, Capital Outlay - 27	1,038,450	1,033,987	134,292	542,315	160,000	1,073	(158,927)	-99%
Other, Capital - CIP - 28 (new in FY19)			1,000,000	822,248	1,203,100	2,000	(1,201,100)	-100%
Other, Debt Service - 29 (see Note)	1,903,718	1,903,718	1,872,518	1,872,518	1,911,218	6,387,442	4,476,224	234%
Other, Property/Casualty - 30	182,959	129,979	152,000	175,925	225,000	231,125	6,125	2.7%
Other, Maint Buildings/Grounds - 31	759,020	1,112,124	803,945	964,153	818,445	741,400	(77,045)	-9.4%
Other, Maintenance Equipment - 32	157,343	91,670	134,761	107,736	123,215	205,875	82,660	67.1%
Other, Legal Service - 34	161,350	148,124	175,000	71,872	140,000	115,000	(25,000)	-18%
Other, Admin Supplies - 35	1,033,692	990,929	867,182	872,664	878,345	743,382	(134,963)	-15%
Other, Athletic Supplies - 36	67,491	66,230	71,524	70,223	78,060	100,750	22,690	29.1%
Other, Custodial Supplies - 37	157,984	148,460	155,000	148,313	155,000	155,000	-	0.0%
Other, Spec Ed Transportation - 38	1,784,024	1,701,945	1,474,768	1,623,965	1,705,000	1,877,463	172,463	10.1%
Other, Student Transportation - 39	887,468	818,441	1,133,022	1,108,438	1,084,852	1,082,044	(2,808)	-0.3%
Other, Travel, Conferences - 40	133,303	150,587	236,600	187,890	215,906	153,399	(62,507)	-29%
Other, Spec Ed Tuition - 41	5,483,010	5,366,301	5,161,531	5,506,413	4,855,000	4,515,197	(339,803)	-7.0%
Other, Utilities - 42	1,758,200	1,368,243	1,304,000	1,319,489	1,304,000	1,310,000	6,000	0.5%
Other, Telephone - 43	85,751	52,923	85,751	52,173	81,055	82,599	1,544	1.9%
Other, Sewer - 44 (see Note)	304,823	273,281	286,333	280,350	286,333	103,000	(183,333)	-64%
Assessments - 48	766,658	606,062	628,479	575,434	637,466	634,750	(2,716)	-0.4%
Other, CONTINGENCY - 49	1,500	208	1,567	(811)	500	500,500	500,000	
<b>GRAND TOTAL</b>	<b>86,090,491</b>	<b>84,960,732</b>	<b>88,721,492</b>	<b>88,248,278</b>	<b>90,982,111</b>	<b>96,912,701</b>	<b>5,930,590</b>	<b>6.52%</b>

Note -  
Comparison of capital expenditure categories between FY2020 and FY2021:

CIP Program - appropriated for projects (CC28)	1,203,100	2,000	
CIP Program - first year of debt service on bond (CC29)	-	900,000	
CIP Program - other costs (CC27)	50,000	1,073	903,073

Detailed comparison of debt service (CC29 and other) between FY2020 and FY2021:

Existing debt service (JHS, SHS, Lower Fields)	1,911,218	1,858,118	
CIP Program - first year of debt service on bond	-	900,000	
Douglas/Gates construction - first year of debt service on bond	-	3,445,991	
Acton Sewer Betterment debt service (through FY2030)	(in CC44)	183,333	6,387,442

CONTINGENCY (included in CC49): Provision for estimated costs required for the re-opening of school in the fall; covering health/safety measures, building cleaning, distance learning services; detailed plans for re-opening are in progress at this writing.

# Acton-Boxborough Regional School District

## FY2021 Proposed Budget Development

	<u>Amount</u>
FY2020 Voted Budget (2.55% increase from FY2019)	\$ 90,982,111
FY2021 Level Service Budget (4.02% increase)	\$ 94,673,077
FY2021 Preliminary - SC Dec 5 (3.75% increase)	\$ 94,396,777
FY2021 Original Vote - SC Jan 9 (3.29% increase)	\$ 93,974,777
FY2021 Revised Vote - SC May 21 (2.73% increase)	\$ 93,466,710
ADD - First Year Payment on New School Bond	\$ 3,445,991
EQUALS - Total Proposed Budget (6.52% increase)	\$ 96,912,701

## Appropriated Budget History Since Full Regionalization

<u>Fiscal Year</u>	<u>Operating Budget</u>	<u>% Incr.</u>	<u>Capital Budget &amp; Debt Service</u>	<u>% Incr.</u>	<u>Total District Appropriation</u>	<u>% Incr.</u>
2015	\$ 74,737,040		\$ 2,363,474		\$ 77,100,514	
2016	\$ 78,026,952	4.4%	\$ 2,269,443	-4%	\$ 80,296,395	4.15%
2017	\$ 80,642,686	3.4%	\$ 2,430,518	7%	\$ 83,073,204	3.46%
2018	\$ 83,197,923	3.2%	\$ 2,892,568	19%	\$ 86,090,491	3.63%
2019	\$ 85,743,682	3.1%	\$ 2,977,810	3%	\$ 88,721,492	3.06%
2020	\$ 87,707,793	2.3%	\$ 3,274,318	10%	\$ 90,982,111	2.55%
2021	\$ 90,708,592	3.4%	\$ 2,758,118	-16%	\$ 93,466,710	2.73%
ADD - First Year Bond Payment			\$ 3,445,991		\$ 3,445,991	
2021	\$ 90,708,592	3.4%	\$ 6,204,109		\$ 96,912,701	6.52%



# Acton-Boxborough Regional School District

## Analysis of E&D since Full Regionalization

(\$ amounts in 000s)

(max = 5%)

Budget FY	Regional Budget	Appropriated from E&D	Transferred from E&D	E&D Balance	E&D as a %
2015	\$77,100.5	\$ 300		\$ 1,072.5	1.4%
2016	\$80,296.4	\$ 200		\$ 1,950.4	2.4%
2017	\$83,073.2	\$ 200		\$ 2,738.7	3.3%
2018	\$86,090.5	\$ 450	\$ 710 (A)	\$ 4,008.3	4.7%
2019	\$88,721.5	\$ 775	\$1,000 (B)	\$ 4,082.3	4.6%
2020	\$90,982.1	\$ 690		\$ 3,626.6	4.0%
2021 Proposed	\$96,912.7	\$ 1,145		TBD - July 1, 2020	

(A) - To Douglas School project (to fund feasibility study)

(B) - To fund newly-created Capital Stabilization Fund

## Recommended Assessment %-Change from P/Y (Then and Now)

	SC Voted	Revised
Budget without 1 <sup>st</sup> year new school debt service -		
TOTAL Assessment	2.97%	2.07%
Assessment - ACTON	3.26%	2.36%
Assessment - BOXBOROUGH	1.42%	0.53%
Budget WITH 1 <sup>st</sup> year new school debt service -		
TOTAL Assessment	7.50%	6.80%
Assessment - ACTON	7.80%	7.10%
Assessment - BOXBOROUGH	5.90%	5.21%

**Comparative Data 2018-2019**  
**Sorted by Per Pupil Expenditure Highest to Lowest**  
As reported by the Massachusetts Department of Education  
Rankings are out of 326 School Districts

State Ranking Per Pupil Costs	District	DESE Adjusted Enrollment 2018-2019	Per Pupil Costs 2018- 2019	Student- Teacher Ratio 2018- 2019	SAT Combined 2018-2019
#16	Weston	2,103	<b>\$25,846</b>	12.0	1279
#23	Concord-Carlisle	1274	<b>\$23,203</b>	12.5	1271
#32	Lincoln-Sudbury	1528	<b>\$22,772</b>	12.1	1244
#51	Wellesley	4963	<b>\$21,016</b>	12.6	1253
#53	Concord	2099	<b>\$20,941</b>	12.6	
#55	Harvard	1065	<b>\$20,910</b>	12.4	1215
#57	Dedham	2687	<b>\$20,820</b>	11.7	1123
#93	Needham	5721	<b>\$18,827</b>	14.0	1226
#101	Wilmington	3197	<b>\$18,673</b>	11.6	1101
#131	Marblehead	3051	<b>\$17,453</b>	11.8	1193
#134	Nashoba	3228	<b>\$17,362</b>	12.2	1190
	State Average		<b>\$17,131</b>	12.9	
#151	Sudbury	2653	<b>\$17,107</b>	13.2	
<b>#182</b>	<b>Acton-Boxborough</b>	<b>5571</b>	<b>\$16,428</b>	<b>14.7</b>	<b>1325</b>
#217	Milton	4265	<b>\$15,785</b>	13.9	1169
#240	Westford	5069	<b>\$15,131</b>	13.9	1232
#252	Hingham	4242	<b>\$14,906</b>	14.4	1203
#256	Reading	4210	<b>\$14,836</b>	13.2	1160
#257	Belmont	4628	<b>\$14,820</b>	16.6	1236
#260	Winchester	4639	<b>\$14,710</b>	13.1	1253
#299	Wachusett	7103	<b>\$13,755</b>	15.4	1137
Average of comparative districts			<b>\$18,265</b>	11.9	1212

**NOTES:** Acton-Boxborough spends \$700 less than the state average per pupil, and \$1,821 less than the average of (20) comparable communities.Massachusetts.

Among 20 comparable communities, AB is 13th in per pupil spending, 1st in combined SAT scores, and has the third highest number of students for each certified teacher.



## Resource Allocation and District Action Reports (RADAR) Benchmarking

Select a district (use drop-down list or type district name accurately) and then select up to ten additional districts in the blue cells.

Users must select comparison districts in the blue cells to generate reports.

Below the selection table, RADAR generates two automatic lists of similar districts based on algorithms using 1) demographic data, and 2) municipalities' personal income and property value levels. These lists may suggest districts to consider for benchmarking.

Select a district:

**Acton-Boxborough**

### SELECT COMPARISON DISTRICTS

Select up to ten comparison districts in the blue cells (use drop-down or type district name)  Delete and re-select comparison names if you select a new target district above	Region	2018 \$/In-district Pupil	2019 Relative District Wealth*	2019 Students				2019 NextGen MCAS								
				Total Enrolled	Econ Disadv	SWD	EL	Grades 3-8				Grade 10				
								% Meet or Exceed Expectations			Avg Student Growth Percentile (SGP)		% Meet or Exceed Expectations		Avg Student Growth Percentile (SGP)	
								ELA	Math	Science	ELA	Math	ELA	Math	ELA	Math
Acton-Boxborough	Gr Boston	\$14,382	80%	5,571	6.2	16.0	4.1	74%	72%	72%	52.5	57.9	89%	92%	59.3	57.3
Bedford	Gr Boston	\$17,595	91%	2,658	8.7	16.6	6.6	73%	72%	67%	53.1	54.3	69%	75%	48.1	59.6
Belmont	Gr Boston	\$12,736	121%	4,628	7.1	10.6	7.8	80%	80%	84%	58.0	58.6	90%	91%	54.7	56.1
Harvard	Central	\$16,766	110%	1,065	4.7	11.2	1.4	76%	72%	82%	56.1	49.0	94%	90%	67.6	75.1
Marblehead	Northeast	\$15,778	145%	3,051	9.4	19.3	4.0	65%	63%	61%	48.1	57.1	79%	78%	54.2	58.4
Nashoba	Central	\$16,160	84%	3,228	7.8	16.2	2.1	75%	71%	70%	56.4	53.1	81%	80%	55.8	44.9
Needham	Gr Boston	\$17,213	148%	5,721	5.3	17.2	2.9	76%	73%	70%	59.2	56.9	84%	88%	50.2	55.7
Wachusett	Central	\$12,280	60%	7,103	10.3	15.1	1.7	67%	64%	67%	50.4	50.1	81%	78%	53.1	57.2
Westborough	Central	\$14,927	80%	3,925	8.2	14.9	11.5	77%	76%	71%	60.6	62.3	84%	83%	57.1	51.5
Westford	Northeast	\$14,004	76%	5,069	5.2	14.7	1.7	75%	78%	78%	52.8	56.3	82%	85%	61.5	61.2
Winchester	Gr Boston	\$13,451	127%	4,639	5.0	17.3	2.5	81%	79%	78%	54.6	50.0	85%	86%	48.3	56.4

\*This is an indicator of community wealth (personal income and property value) calculated for the Chapter 70 aid program. A district at 100% has the capacity to fully fund its foundation budget. Districts at less than 100% are less wealthy, with less personal income and property value, and districts at more than 100% are more wealthy.

# Acton-Boxborough Regional School District

## Students, Staff, Class Size

*FY15 - FY21*

<u>Grade</u>	<u>Number of Students</u>						Projected
	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>2019-20</u>	<u>20-21</u>
Preschool	123	127	116	111	105	102	101
K	320	299	330	352	330	306	305
1	347	357	324	343	371	346	316
2	367	372	372	365	355	381	363
3	395	393	397	388	393	377	404
4	440	405	412	415	400	392	382
5	440	443	414	420	429	412	397
6	436	453	466	420	428	421	408
Other K-6	<u>28</u>	<u>25</u>	<u>22</u>	<u>20</u>	<u>19</u>	<u>12</u>	<u>8</u>
Total	2896	2874	2853	2834	2830	2749	2684
"School Choice"/tuition students included >	51	50	60	48	40	34	31
7	428	445	458	486	435	412	422
8	479	443	455	478	488	448	412
Other 7-8	<u>17</u>	<u>10</u>	<u>16</u>	<u>19</u>	<u>18</u>	<u>17</u>	<u>17</u>
Totals	924	898	929	983	941	877	851
"School Choice"/tuition students included >	12	11	8	12	18	21	22
9	457	489	440	427	460	470	420
10	479	457	493	447	429	463	464
11	486	483	461	501	445	427	461
12	483	480	476	452	500	449	424
SP13					3	5	5
Other 9-12	<u>50</u>	<u>56</u>	<u>58</u>	<u>53</u>	<u>46</u>	<u>42</u>	<u>45</u>
Totals	1955	1965	1928	1880	1883	1856	1819
"School Choice"/tuition students included >	32	32	31	29	23	22	27
	5775	5737	5710	5697	5654	5482	5354

**Acton-Boxborough Regional School District**  
**Students, Staff, Class Size (Continued)**

**Number of Certified Staff**

							Projected
<u>Grade</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>
PreK-6	216.46	216.82	223.93	229.51	240.12	249.58	254.78
JH	73.80	74.80	77.00	78.85	79.91	82.19	83.39
HS	152.75	153.75	156.20	157.40	157.40	158.28	163.38
System Wide	<u>8.00</u>	<u>8.00</u>	<u>8.00</u>	<u>8.32</u>	<u>8.32</u>	<u>7.51</u>	<u>7.22</u>
Totals	451.01	453.37	465.13	474.08	485.75	497.56	508.77
<i>Funded by "school choice" included</i>	<i>4.8 FTE</i>	<i>5 FTE</i>	<i>4 FTE</i>	<i>3 FTE</i>	<i>2.5 FTE</i>	<i>2.5 FTE</i>	<i>2.5 FTE</i>

**Number of Non-Certified Staff**

							Projected
<u>Grade</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>
PreK-6	139.92	145.71	144.80	147.30	159.54*	161.47	159.15***
JH	22.26	21.46	21.96	24.55	27.17	30.94	29.07
HS	42.30	42.40	42.50	38.87	43.47	45.05	43.97
System Wide	<u>79.05</u>	<u>78.86</u>	<u>79.86</u>	<u>79.86</u>	<u>92.20**</u>	<u>95.33</u>	<u>95.67</u>
	283.53	288.43	289.12	290.58	322.38	332.79	327.86

\*One time increase of 18.23 FTE Assistants transferred from revolving accounts

\*\*One time increase of 13.37 Bus Drivers as a result of new school schedules

\*\*\*6.6 FTE were moved from ADK tuition to budget

**Class Size Information\***

<b>Class Size Average</b>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>
Elementary	22.50	22.50	22.44	22.16	21.80	21.40
JH	21.96	20.97	21.73	23.02	22.32	20.5
HS	21.30	21.23	21.00	20.96	20.73	20.31

**Class Size Range**

Elementary	18 to 25	17 to 25	14 to 25	18 to 26	16 to 25	16 to 25
JH	13 to 31	13 to 31	10 to 28	13 to 30	15 to 28	13 to 26
HS	2 to 61	2 to 47	3 to 45	2 to 43	2 to 38	4 to 32

**Number of Classes Below 20/Above 25**

Elementary	7/0	14/0	14/0	12/0	14/0	20/0
JH	36/18	46/9	35/7	14/30	35/23	66/1
HS	146/71	144/83	159/69	160/79	159/55	187/48

\* Class size information for 20-21 can only be determined once students are assigned

# Acton-Boxborough Regional School District

## FY2021 Capital Projects Funding Overview

### Douglas/Gates Twin School

Total Approved Project Budget	\$ 117,328,519
Less - Feasibility (approved December, 2017)	\$ (1,300,000)
Construction Phase Budget	\$ 116,028,519
District's Estimated Share of Costs (after reimbursement from MSBA)	\$ 78,655,700
Bond Amount (sale closed March, 2020)	\$ 75,000,000
Bond Effective Rate (lowest of 8 bids)	2.199%

<b>FY21 Debt Service (added to appropriated budget)* \$ 3,445,991</b>
---

\* - this is \$179,000 less than previously estimated due to low interest rate

### Capital Improvement Program (CIP)

Total CIP Project Costs (13-year plan)**	\$ 22,975,000
Appropriated to Date -	
FY2020 budget	\$ 1,250,000
FY2020 T/M	\$ 7,500,000
<b>FY2021 budget</b>	<b>\$ 350,000</b>

Bond Amount (sale closed March, 2020)	\$ 7,500,000
Bond Effective Rate (lowest of 8 bids)	1.027%

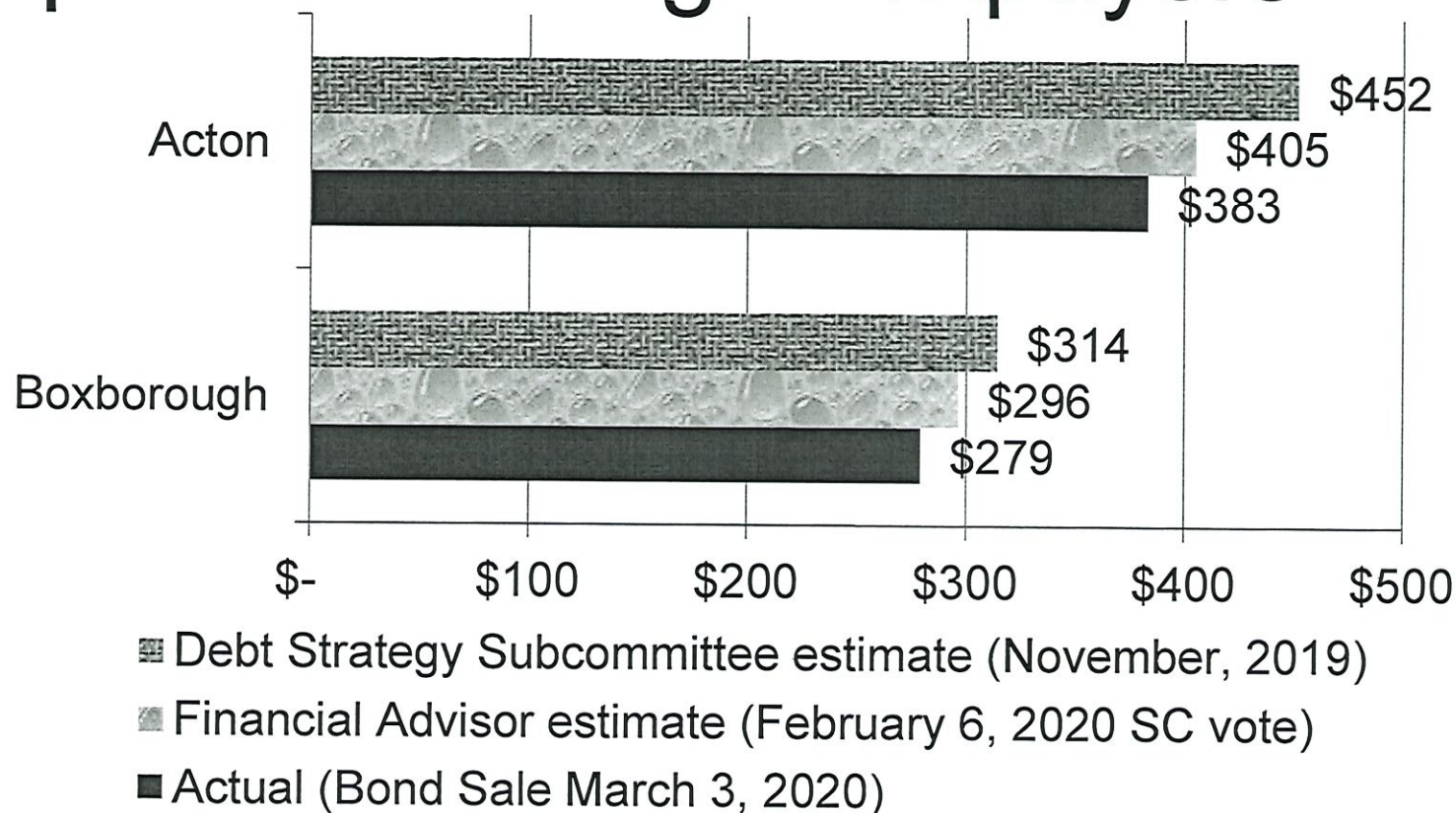
<b>FY21 Debt Service (added to appropriated budget) \$ 900,000</b>
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\* - this is \$400,000 greater than previously estimated due to low interest rate

For more information, including periodic updates on the status of capital projects, visit the Interactive CIP page on the District's website.



# Douglas/Gates Bond Financing - Impact to Average Taxpayers



Average SF Home Assessed Value:

Acton \$590K

Boxborough \$610K

## School Highlights

(as of March 15, 2020)

### **Blanchard** *Dana Labb, Principal*

- Blanchard's theme for the year is #commUNITY. We continue to meet monthly for community meetings and cross-grade STARR buddies. Themes so far this year have included: Getting to Know You, Outdoor Learning, Gratitude, STEM, Traditions, Black History, Women's History, and Literacy.
- Staff has engaged in yearlong book groups focused on social emotional learning, mathematics instructional practices, literacy instructional practices, outdoor learning, and co-teaching. Many staff members, including all classroom assistants, have also been trained in Restorative Practices and participated in anti-bias activities.
- Curriculum teams for math, literacy, and social emotional learning meet regularly to reflect on current efforts and align our instructional practices. Grade level teams meet monthly to analyze evidence of student learning and plan for next steps within the framework of MTSS (multi-tiered systems of support).
- Students have had increased opportunities to lead their learning through academic choice, goal setting, and reflection.
- The PTF continues to support enrichment programming and have funded grants for: diverse books in classroom libraries, yoga, mindfulness, naturalist educators, STEM workshops, an archeological residency, social studies experiences, and making Slow Tech Week events free for all families.

### **Conant** *Damian Sugrue, Principal*

- Community service projects included valentines for the elderly, a food drive for Acton Food Pantry, a toy drive for Toys for Tots, and "Pennies for Pediatrics," which benefits Emerson Hospital.
- Conant PTO hosts children's authors for student workshops annually.
- The PTO brought in several enrichment activities and helped many family events for the entire school.
- Conant hosted an evening art show for all grades to showcase their work.
- The new tradition of "Conant Celebrates" (an evening to celebrate different cultures) was started.
- Sixth graders attended Sargent Camp, an outdoor adventure/learning experience.
- Nature Walks continued for all grades.
- The Annual Craft Fair is always a great success.

### **Douglas** *Chris Whitbeck, Principal*

The Douglas School uses "Exhibitionary Learning" to showcase student skills and concept mastery. This year:

- Kindergartners explored acts of Kindness.
- 1st graders studied Identity.
- 2nd graders presented The Importance of Trees as well as Immigration.
- 3rd graders explored Building a Community.
- 4th graders explored Identity and Being the change you wish to see in the world.
- 5th graders presented on What makes me tick, What should school look like, and 5th graders part of the school picture.
- 6th graders investigated communication and what school has meant to them as well as performed *Magic Tree House - Pirates at Noon*.

### **Gates** *Lynne Newman, Principal*

- Gates is honored to be a 2019 Massachusetts School of Recognition for outstanding high achievement, high growth, and exceptional performance relative to our improvement targets.
- Student Council organized and collected donations on behalf of the Acton Food Pantry Drive.
- Gates Green Team is researching renewable energy sources and is developing a Gates Green Team website.
- School Improvement Plan goals focus on developing a Growth Mindset, exploring the District Curriculum Accommodation Plan (DCAP) to best meet the needs of our diverse learners, and adopting the Fountas & Pinnell Benchmark Assessment Systems (BAS) to inform reading instruction.
- Annual Kindergarten Medieval Feast celebrates with the High School Madrigal Performers.
- PTO-sponsored events: Gates Fun Run, Book Fair, Gates Giving Tree, Cultural Showcase, Ice Cream Social, Activity Day
- Celebrate the Arts Night with over 2,000 pieces of student artwork on display with an instrument museum and chorus performances.



### **McCarthy-Towne** *David Krane, Principal*

- Workshop model utilized throughout the grades
- Art Integration, Grades K-6
- Fifth Grade overnight to Merrowvista – Leadership and Teamwork
- Sixth Grade day trip to Thompson Island – Leadership and Teamwork
- Sixth Grade rotates for subject area instruction
- Responsive Classroom school
- Musical Performances include two annual Chorus concerts and two annual Band concerts
- Community Service projects include Trick-or-Treat for UNICEF, Spoons Project for Project Bread, Acton Food Pantry food drive, Stink Week for Decibels Foundation
- Parent Involvement Coordinator as part of the PTSO (Parent Teacher Student Organization)

### **Merriam** *Juliana Schneider, Principal*

- Students in grades K-6 completed mid-year student-led conferences with members of every Merriam family.
- Annual Literacy Week Celebration included high school readers sharing books in multiple languages.
- The School Council sponsored our second Family Theme Night featuring interactive activities around our theme “nature,” which had kids poetry jamming, painting and building.
- The PTO has taken on the work of rewriting our PTO bylaws and surveying families with the goal of increasing parent involvement in our school.
- Literacy coach Sue Bober continues to support teachers with their workshop model in classrooms.
- Teacher-led Curriculum Committee leads all school based Professional Learning in mapping and project development and this year we’ve done work around revising projects to incorporate more STEAM elements.
- Weekly All School Meetings are planned and led by sixth grade hosts every Friday morning.

### **R. J. Grey Junior High** *Andrew Shen, Principal*

- The Junior High partnered with Edtech to transition RJ Grey into a 1:1 Chromebook environment, where all students are assigned a Chromebook to use throughout the school day
- The 8th Grade English curriculum now includes a new unit - *Common Ground*, that expands our school’s emphasis on including additional texts that reflect the diverse experiences of our students and community, including gender, sexual orientation, race and ethnicity.
- Professional learning for staff at RJ Grey included a yearlong partnership with Jessica Minahan on expanding our instructional strategies to support students who exhibit challenging behaviors
- The Junior High has continued a Chromebook and hotspot loaner program for students who may not have access to a computer and/or WiFi at home; this year over 30 students and families have participated in this loaner program
- Our theatre program included a fall presentation of the musical *James and the Giant Peach*
- The RJ Grey gym underwent a complete renovation including the floors, bleachers, and installing a mobile divider, benefiting students and the greater community

### **Acton Boxborough Regional High School** *Larry Dorey, Principal*

- This year’s School Improvement Plan (SIP) goals focused on student wellness; student engagement in the classroom; and diversity, equity and inclusion.
- The high school piloted a full year, seven drop-one, rotating schedule that featured six 55 minute periods with one period dropped daily. In addition to the schedule, mid-year and final exam weeks were replaced by a more flexible, less high stake assessment model. Both these initiatives fell under our SIP goals of student wellness and engagement.
- Thirty students took part in the inaugural year of the ADL sponsored “A World of Difference” program. These students were trained by the ADL to peer lead anti-bias curriculum in the classroom. In the spring a second group of 20 volunteers will be selected for training.
- A student-led walk-out was held in the front circle of the high school in February. The focus of the walk-out was racial justice. Three students spoke of their own experiences in the schools and the communities of Acton and Boxborough.
- Signs of Suicide Prevention Program (S.O.S.) was again conducted by our counseling team in conjunction with Riverside and Advocates support services.



## Acton-Boxborough Regional School District

### Our Vision

*To provide high-quality educational opportunities that inspire a community of learners.*

### Our Values

- Wellness: We partner with families to prioritize social emotional wellness, which is necessary for learning and developing resilience.
- Equity: We ensure all students have equitable access to programs and curricula to reach their potential
- Engagement: We provide engaging educational opportunities where students develop passion and joy for learning

### Our Mission

*To develop engaged, well-balanced learners through collaborative, caring relationships.*

\*\*\*\*\*

#### NOTICE OF NONDISCRIMINATION

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, pregnancy and pregnancy-related conditions, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Assistant Superintendent for Diversity, Equity, and Inclusion, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>6.4</b>
<b>AGENDA ITEM TITLE</b>	<b>Subcommittee and Member Reports</b>		
<b>PRESENTER(S)</b>	Tessa McKinley introduces subcommittee chairs/liaisons to report		
<b>SUMMARY OF TOPIC</b>	Members of the school committee and administrators who serve as liaisons to subcommittee and town boards will provide updates to the school committee about the activities of the various groups. The School Building Committee minutes of their previous meeting are included if available. Subcommittees or other groups that have met since the previous School Committee meeting give a brief update. For this meeting, the policy subcommittee will explain slight revision to their new procedures for their Annual Organizational Meeting, File: BDA-R, so that the Superintendent runs the new Chairperson election, to comply with MGL.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>			
<b>X</b>	No action requested - this is a short update or presentation of information		
	Request input and questions from the School Committee, but no vote required		
	Request formal action with a specific vote:		
		If formal action is requested, is this item being presented:	
			for the first time, with a request that the School Committee vote at a subsequent meeting OR
			with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	These procedures will be used at the ABRSC reorganizational meeting on July 1st.
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 mins
<b>ATTACHMENTS</b>	Annual Organizational Meeting Procedures with changes tracked, File: BDA-R

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WELLNESS • EQUITY • ENGAGEMENT

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT  
School Building Committee (SBC) Approved Minutes**

Virtual Public Webinar Meeting

May 27, 2020

To attend: <https://abschools.zoom.us/j/97676739190>

7:00 p.m

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**Members Present:** Mary Brolin; Adam Klein; Amy Krishnamurthy; Maya Minkin; Peter Light; Marie Altieri; Dennis Bruce; Jason Cole; Bob Evans; Bill Hart; JD Head; Gary Kushner; Lynne Newman; Maria Neyland; Mac Reid; Chris Whitbeck.

**Members Absent:** Peter Berry; Becca Edson; Katie Raymond.

**Other:** Karen Coll; Representatives from Skanska: Chuck Adam, Sovathya Sar, Vincent Vadeboncoeur; Representative from Arrowstreet: Emily Grandstaff-Rice; Representatives from Consigli: Jody Staruk, Kristy Lyons; members of the public.

1. Mary Brolin called the meeting to order at 7:00pm.

**2. Review of Detailed Design -- Chuck Adam/Emily Grandstaff-Rice/Jody Staruk**

Chuck Adam described the MSBA response to our DD submission as generally positive; the SBC has two weeks to respond to their comments. The MSBA picked up on some anticipated issues, including the fact that we provided multiple cost and Value Engineering estimates rather than one consolidated estimate; they were aware in advance that this would be the case. Chuck described it as an iterative process in which we will continue to revise estimates until we have a final Guaranteed Maximum Price (GMP) in the fall. In response to a question from Mary, Chuck said that the reimbursement rate has not changed.

Chuck said the Project Funding Agreement (PFA), which is based on the voted budget, was delayed due to the Covid-19 situation, but we have received it and it is under review by the district and by Skanska. Peter said that the PFA will require a School Committee vote at their June 4<sup>th</sup> meeting, after which it will be finalized and returned to the MSBA. We won't get reimbursed for this phase of the project until the PFA is final.

Emily Grandstaff-Rice reviewed the schedule of upcoming construction milestones, including due dates for the 60% and 90% design submittals, and the incorporated VE and cost estimates. Some early packages have long lead times and are already being issued. Design details are being finalized in several areas including:

- Hallways – the goal is to maximize the amount of glass between classrooms and hallway so that students can work outside, but not feel separated from, their classrooms. Most of the glass in the hallways will be laminated to meet the high acoustic standards required by CHPS. Color will also be used to bring continuity between the halls and the classroom. There will be bulletin boards, white boards or other materials so that students can draw, sketch and display work in the hallways.
- Classroom entryways – cubby areas will have benches and pegs for hanging coats and backpacks, but no upper level cabinets. There will still be cabinets over the double-sink area and, to replace storage areas that were eliminated over the cubbies, cabinets have also been added to a pantry-like space. The top half of entry doors will be glass.
- Media center – designers are assessing different types of areas for teaching and gathering, as well as for regular seating and lounging, and are working through the placement of different colors for balance. Either

*At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.*

**WELLNESS - EQUITY - ENGAGEMENT**

built-in or movable risers may be included. There will be some visibility between the floors so kids can see each other. The cupola is still in the design.

Mary said that giving up the cubbies actually added some flexibility. Mac Reid asked whether there were safety issues related to posting papers onto the bulletin boards in the hallways; Emily said that this was still under discussion and the answer might depend the existence of sprinklers. Jason Cole asked about safety concerns with so much glass next to the classroom doorways in the event of an intruder; Emily said that there is a blind spot in each classroom that can't be seen from the hallway. In response to a question from Adam Klein, Emily said that the designers are working on the lighting in the hallways now; there is some natural light, and they are looking at all LED lights in classrooms. Adam also asked that the renderings be updated to reflect the fact that there would not be built in bookshelves under windows since they are now in FFE. Other issues still under discussion are the placement of utilities around the room to allow flexibility and to align with teaching desks and other specific areas. Chuck noted that there is currently a lot of industry discussion about how to manage classroom spaces in light of Covid-19.

### **3. Geothermal Update – Emily Grandstaff-Rice**

The team has applied for a permit for test wells from the Acton Board of Health (BoH). The BoH determined that we didn't need a hearing for the exploratory wells, which had already been reviewed by the Conservation Commission. The test wells process will take several weeks to complete and will begin this week. There will be two types of test wells, a U-bend and a quad, to see which one will work best at the site.

### **4. Permits/Meetings with Acton Town Depts – Mary Brolin/Emily Grandstaff-Rice**

We will file a Notice of Intent with the Conservation Commission on June 7<sup>th</sup>. An Environmental Notification Form (ENF) will be sent to the MA Environmental Protection Agency this week. Jay Rodriguez filed for a building permit this week, which is under review by the building commissioner. We are also in the process of getting final permits for the septic system, and the Acton BoH has asked for additional test pits in the septic area. Jason asked whether the issue of required nitrogen levels had been finally resolved; that is still under discussion but Chuck said that the additional test pits might provide information that will help resolve that question. If we had to install a denitrification system, the cost would be about \$350K.

### **5. Update on Septic Early Release Package – Chuck Adam**

Chuck said that the enabling package had been signed, and that other contracts and change orders are also being finalized. Contracts have already awarded for painting, site work, test wells, electrical work and abatement; contracts for dry wall and concrete are coming soon. The process is that Consigli receives bids from each of the trades and reviews them with Skanska, who then makes recommendations to Peter, Mary and JD for approval. The current change orders are for the geothermal wells that the SBC approved as part of the Value Management review at the last meeting, and that vote authorized a change order.

Peter noted that the change order wouldn't involve any additional expense; they result from the way the Consigli contract is structured. The current contract with Consigli is for the construction feasibility process only; a contract for the actual construction process will be signed once the GMP is finalized in the fall. Items that are part of the actual construction process but that can't be delayed until the GMP is set are authorized

through 'change orders,' or amendments to the current contract. The funds for these items are already in the budget.

#### **6. Updates on other RFPs and bids with outside agencies – Chuck Adam**

Many towns, including Acton, require an outside engineering firm to review architectural/construction plans, and Skanska is getting bids for that work. We are also getting contracts for preconstruction surveys of abutting properties, followed by an independent testing proposal from an outside firm to test materials like concrete and steel to ensure that all work is done based on the specs of the design. A hazmat specialist will monitor removal during the demolition of the two current buildings as well as the early work. The costs quoted in some of these bids are higher than expected and are under review.

Emily said that the SBC will need to make some decisions about construction signage. Arrowstreet wants to be sure that the rendering of the building on project signs reflects all of our VM work; the SBC will review this at the next meeting. The committee will also need to decide on a project title for the signs. The MSBA does not allow changes to the project name until after the Project Scope and Budget phase is complete, but we are past that point now. We could put the current school names on signs and change them later if we want; we don't need to make any decisions immediately. Mary wants the School Committee to weigh in on this, especially regarding pertinent School Committee policies. It is unlikely that the School Committee would come up with a name before the end of this year. Maria asked if there is a process to name a building, noting that public input will be very important. Mary asked if the names of committee members should be on the sign. Chuck said that is a local decision, but he recommended limiting it to the SBC and the School Committee, maybe as a group instead of by name, and that signage should also thank taxpayers. He added that signs have to mention that the project is partially funded by MSBA. Peter said that it is important for people to know who to contact if there is an issue; Chuck said that is a separate issue and Vinny Vadeboncoeur's phone number and other contact information will be prominently available.

#### **7. Modular Update – Chuck Adam**

Chuck said that Triumph has signed the contract, and Chuck, Vinny and Sovathya Sar are meeting with them weekly. Triumph will take care of site preparation and standard finishes; the district will pay for any required permits. JD Head is working with Chuck to get the electrical and firewall permits; they are also planning to get pricing on walkways. Peter thanked Lynne Newman, who has walked the site looking for any memorials that might be there, placing them in storage and contacting families involved.

#### **8. Construction Two-Week Look Ahead – Consigli**

Kristy Lyons showed a schedule of construction activities for the upcoming four weeks. Consigli was on site during the last two weeks in May to prepare for drilling test wells. Abatement procedures will begin about June 15<sup>th</sup>. Kristy noted that the term 'cut/cap/make safe' which appears several times in the schedule refers to demolition and abatement. This schedule is the guide for the OAC (owner/architect/construction manager) weekly meetings, and is also the basis for Sovathya's weekly construction updates for the website.

Peter asked if there were any thought about a groundbreaking ceremony. Chuck said that the earliest we could do that would be August but, because people might be away, he suggested waiting until after school starts in the fall, perhaps in early September. They will get hard hats for the groundbreaking.

Chuck said that Skanska has been responding to questions from abutters, and that it was probably best that this information come from Chuck or Vinny. There were no surprise questions, but some were fairly technical. They have asked people with questions to stay in touch through the sign-up on the webpage.

**9. Schedule Updates – Chuck Adam**

There have been no major changes but progress is somewhat ahead of schedule. Vinny and Jay Rodriguez have been at the site every day, using an emptied classroom. They will move into the construction trailers when they arrive.

**10. Community Updates via Social Media – Mary Brolin**

Weekly construction updates are being posted to the building project website. Katie Raymond is managing social media, particularly Facebook, but could use some assistance. Chuck offered to ask Sovathya and Victoria Clifford if they could handle Instagram messages.

**11. Minutes – Approve Minutes from Previous Meeting(s) – Mary Brolin**

Bill Hart noted that, in discussing the Value Management Items, he had remained uncomfortable with the changes recommended in items EL-04 and EL-12. Mac Reid moved, Adam Klein seconded and, by a roll call vote, the minutes of the May 13, 2020 SBC meeting were approved as amended. *(Yes: Altieri, Brolin, Bruce, Cole, Evans, Hart, Head, Klein, Krishnamurthy, Kushner, Light, Minkin, Newman, Neyland, Reid, Whitbeck; Absent: Berry, Edson, Raymond)*

**12. Invoice Approval/Budget Update – Arrowstreet, Skanska, Consigli and other Invoices – Mary Brolin/ Chuck Adam**

There were no invoices to approve at this meeting.

**13. Adjourn**

Gary Kushner moved, Jason Cole seconded and, by a roll call vote, the meeting was adjourned at 8:09pm. *(Yes: Altieri, Brolin, Bruce, Cole, Evans, Hart, Head, Klein, Krishnamurthy, Kushner, Light, Minkin, Newman, Neyland, Reid, Whitbeck; Absent: Berry, Edson, Raymond)*

Respectfully submitted,  
Karen Coll

Documents Used:

Draft Minutes of the May 13, 2020 SBC Meeting

Next Building Committee Meetings (all in Administration Building Auditorium at 7 pm unless noted):

June 10, 2020

June 24, 2020

July 8, 2020

July 22, 2020

## SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

### 1. Nominations

At the first meeting after new members have been sworn in, the ~~Superintendent current Chairperson~~ will open the floor for nominations and invite members to nominate another member or themselves as candidates to serve as the next Chairperson. A second is not needed for a nomination. Once all candidates have been identified, the ~~Chairperson Superintendent~~ will ask for a motion to declare that nominations are closed.

### 2. Discussion

At the ~~chair's Superintendent's~~ discretion, each nominee will be given an opportunity to speak to (or decline) their nomination. Members may speak in support of a candidate. When discussion is complete, the ~~Chairperson Superintendent~~ will call for a vote.

### 3. Voting

If there is a single candidate, voting will be by voice and a candidate will be elected by a majority of the committee vote. If there are multiple candidates, each committee member will then complete a paper ballot, with their name on it, indicating their first choice for Chairperson. Members will not leave the room during the election. The ~~Chairperson Superintendent~~ will ask if everyone has voted and if they have, the ~~Chairperson Superintendent~~ will declare that the polls are closed. Ballots will be submitted to the Secretary for counting according to the Regional Agreement.

The Candidate with the most weighted votes will be declared the new Chairperson unless no candidate receives a majority vote\*. If no one receives a majority vote for the position, members must keep voting until someone is elected. Discussion is allowed between each vote. Individual ballots will be recorded in the meeting minutes.

4. The new Chairperson will follow the same process to elect a Vice-Chairperson from Acton and a Vice-Chairperson from Boxborough.
5. The new Chairperson and Vice-Chairpersons will take office on August 1 per the policy.
6. Per the Regional Agreement, a Secretary and a Treasurer will be appointed by a vote of the Committee.

\*A majority vote means that more than half of those voting approve a motion. More specifically, it means that more than half of the votes cast by persons legally entitled to vote at a properly called meeting with a quorum present approve a motion. Blank ballots or abstentions do not count. By this definition, the weighted votes of those voting - not necessarily those present - determine the majority.

REF: Acton-Boxborough Regional Agreement, effective July 1, 2014

Robert's Rules of Order, Newly Revised, <https://www.kidlink.org/docs/RobertRules/toc.html>





## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>6.5</b>
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<b>AGENDA ITEM TITLE</b>	<b>Recommendation to Accept Donation from the Conant PTO</b>
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<b>PRESENTER(S)</b>	Peter Light
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<b>SUMMARY OF TOPIC</b>	Per policy DDA, direct gifts or donations valued at more than \$500 require acceptance by the School Committee.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
<b>X</b>	Request formal action with a specific vote:	
If formal action is requested, is this item being presented:		
	for the first time, with a request that the School Committee vote at a subsequent meeting OR	
<b>X</b>	with the request that the School Committee take action immediately	

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	"Move to accept the donation from the Conant PTO of lobby furniture for the school"
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
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<b>ATTACHMENTS</b>	Gift memo from the Conant School
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***Luther Conant School***

80 Taylor Road

Acton, MA 01720

978-266-2550 [www.conant.abschools.org](http://www.conant.abschools.org)

Damian J. Sugrue Principal ~ Abigail C. Dressler Assistant Principal



To: Peter Light, Superintendent of Schools  
From: Damian Sugrue, Principal, Conant School  
Re: Lobby Furniture Donation  
Date: June 5, 2020

## Memo

Dear Mr. Light:

I am requesting that you ask the ABRSD School Committee to accept a generous donation from the Conant PTO of \$20,000 worth of flexible furniture to enhance the Conant School Lobby. We are very thankful for this generous donation, which will not only beautify our lobby but also make it a flexible gathering space for small groups of students.

Thank you,  
Damian



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	<b>06-18-20</b>	<b>AGENDA ITEM NUMBER</b>	<b>7.</b>
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<b>AGENDA ITEM TITLE</b>	<b>Statement of Warrants and Recommendation to Approve</b>
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<b>PRESENTER(S)</b>	Tessa McKinley
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<b>SUMMARY OF TOPIC</b>	Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting.
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
<b>X</b>	Request formal action with a specific vote:	
	If formal action is requested, is this item being presented:	
		for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<b>X</b>	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	See motion in memo in the packet from D. Verdolino
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min
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<b>ATTACHMENTS</b>	Summary memo from D. Verdolino in the addendum and posted folder of individual warrants
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# Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720  
www.abschools.org

**Finance Department**  
David A. Verdolino, Director  
(978) 264-4700  
dverdolino@abschools.org

June 18, 2020

To: School Committee Chair  
From: Dave Verdolino /dav/  
Re: School Committee Agenda - Warrants

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at tonight's regular meeting.

The Warrant Subcommittee has previously reviewed these warrants, for the purpose of check distribution. A majority of the Subcommittee conveyed their approval electronically and the related disbursements have been made. The full School Committee should vote its authorization of these expenditures of budgeted and other funds in its custody. All members have received for each warrant the information provided as shown below, namely:

1. (for vendor warrants, including payroll withholding remittances)
  - Declining balance register of payments ("Declining Dollar report")
  - Warrant detail (payments by vendor)
2. (payroll)
  - Payroll Warrant summary

As you know, these Warrants are customarily provided to you in hard copy format for your review and manual signature. Obtaining your approval in this manner will eliminate the future need to produce what could be many paper reports, all requiring your signatures.

Thank you for your consideration and cooperation with this request.

<b><u>Warrant Type</u></b>	<b><u>Date</u></b>	<b><u>Warrant #</u></b>	<b><u>Amount</u></b>
PAYROLL	6/02/20	P2025	\$2,616,114.86
VENDOR	6/04/20	20-025PR (deductions)	\$ 521,533.62
	6/11/20	20-025 (regular vendors)	\$ 429,760.20
STUDENT ACTIVITY FUND			
REIMBURSEMENTS	6/11/20	20-025-SH (Senior High)	\$ 20,579.23



# Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)

**Finance Department**  
David A. Verdolino, Director  
(978) 264-4700  
[dverdolino@abschools.org](mailto:dverdolino@abschools.org)

## **Recommended Motion Wording**

I move that the School Committee vote to approve:

Payroll warrant(s) as follows –

Number P2025      dated 6/02/20      in the amount of \$\$2,616,114.86;

Payroll deduction warrant(s) as follows –

Number 20-025PR      dated 6/04/20      in the amount of \$521,533.62;

Vendor warrant(s) as follows –

Number 20-025      dated 6/11/20      in the amount of \$429,760.20;

Student Activity Fund warrant(s) as follows –

Number 20-025SH      dated 6/11/20      in the amount of \$20,579.23



# Acton-Boxborough Regional School Committee

## Meeting Agenda Item Summary

<b>MEETING DATE</b>	06-18-20	<b>AGENDA ITEM NUMBER</b>	8.
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<b>AGENDA ITEM TITLE</b>	For Your Information (FYI)
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<b>PRESENTER(S)</b>	The Chairperson and/or Superintendent may highlight individual items
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<b>SUMMARY OF TOPIC</b>	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?		
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information	
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required	
<input type="checkbox"/>	Request formal action with a specific vote:	
	If formal action is requested, is this item being presented:	
	<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<input type="checkbox"/>	with the request that the School Committee take action immediately

***If formal action is requested, include a suggested motion or contact Beth Petr.***

<b>SUGGESTED MOTION</b>	
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<b>FOLLOW-UP</b>	
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<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	
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<b>ATTACHMENTS</b>	various
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## **The Luther Conant School**

**Goal 1: Goal 1: Teaching and Learning (Equity):** Improve inclusive practices to help more students achieve success in the general classroom environment

As a group, the faculty worked together to identify areas of our own practice to study in an effort to improve our inclusive practices. We identified four areas of study; Environment, Engagement, Supports and MTSS. As a team we decided to explore our environment as this is an area we could address quickly and gain momentum for our work. Teams worked to explore classroom set up, pod use, flexible furniture, space usage, decorations etc, to see where we could make adjustments to help all students maintain engagement, lessen distractions and provide comfortable breakout spaces for small group work.

**Goal 2: School Culture and Climate (Engagement):** Improve the ability of all of our students to recognize, understand and state our underlying core values and ensure all members of our learning community utilize similar language when addressing issues that could negatively impact students, staff members and our overall learning environment and learning community.

Working together, the faculty discussed our core values and explored ways to make them more meaningful for our families. Through our work we developed the 5 C's of Conant: Caring, Community, Curiosity, Cooperation, Can-Do Mindset. Our next steps are to decide on meaningful implementation for our students and families.

**Goal 3: Culture and Climate (Equity):** Increase literacy activities for students outside of school by educating parents about the importance of balance including the positive effects of reading and play and the negative effects of excessive screen time.

This work was done through classroom communications and messaging from the Reading Specialist, library and office. Teachers created web pages with numerous resources for families. The Reading Specialist created a resource page for families including recorded stories by staff members, research articles and messaging about the importance of reading with children. We held book clubs with volunteer students during lunches and celebrated literacy throughout the year. Parents and teachers reported a higher interest in reading outside of school by students.

## 2019 - 2020 Gates School Improvement Plan Summary

The Gates School Improvement Plan focused on three goals during the 2019 - 2020 school year.

**Goal One: For students to develop self-awareness and self-management skills to achieve school and life success.** The Gates School continued to work towards better understanding and supporting the social-emotional needs of all students and we were excited to become a school that practices a growth mindset. The Gates staff participated in an online course called MindsetMaker™ to provide a solid foundation in growth mindset theory and practice. It included tools and resources that teachers used in their classrooms to develop a growth mindset classroom culture. All students were given a growth mindset assessment in the fall, with the plans to reassess students in the spring. Classroom teachers shared information on growth mindset and strategies with families that could be used at home. A variety of picture books were purchased to expand classroom and professional libraries throughout the school year. The staff learned about the impact of mindset on student motivation and achievement, how to recognize growth and fixed mindsets in their students, and how to increase student motivation through research-proven growth mindset practices. Our plan is to continue this work and to share additional resources on the Gates School website.

**Goal Two: To ensure all students have access to programs and curricula to reach their potential.** The District Curriculum Accommodation Plan (DCAP) was introduced to the staff in February 2019. The Gates staff was interested in better understanding and implementing a variety of DCAP accommodations, instructional supports, and interventions that are available for all students to be successful in general education. The staff reviewed the DCAP documents and also participated in fall district wide professional learning self-selected Universal Design for Learning (UDL) workshops. During staff meetings we discussed how to best utilize scheduled grade level intervention blocks to address the diverse needs of all students. In the spring, grade level teams were scheduled to create grade level “toolkits” to support all learners in their classrooms and the Child Study Team (CST) had planned to review the current referral and summary documents and embed accommodation plans and tracking sheets for students referred to CST.



**Goal Three: To adopt a new reading assessment in order to better inform instructional practices and to provide meaningful instruction that meets the diverse needs of all students.** The Gates staff had previously administered the Developmental Reading Assessment (DRA2) tool with students in grades 1-6 and was concerned that the written component of the assessment limited the data collection for many of our students. The staff decided to adopt the Fountas & Pinnell Benchmark Assessment Systems (BAS) with the goal that the BAS would provide a more accurate reading assessment and allow for targeted reading instruction for all students. Teachers participated in professional development in August and September 2019 and assessed their students in the fall and winter. Student data was reviewed during grade level collaboration meetings and was used to inform reading instruction. Although teachers were unable to assess students in the spring, our plan is to have teachers meet with colleagues in September 2020 and share student data for the upcoming school year.

**Merriam School  
SIP 19/20 Report  
June 4, 2020**

School Council Membership for 2019-2020:

<b>Name</b>	<b>Role</b>	<b>Year of Term</b>
Juliana Schneider	Principal	
Bryant Amitrano	Assistant Principal	
Vanessa Mann	Teacher	2nd of 3-year-term
Michele Pruett	Teacher	2nd of 3-year-term
Trish Underwood	Teacher	1st of 3-year-term
Chris Brown	Parent	1st of 3-year-term
Karen Wolfson	Parent	2nd of 3-year-term
Caitlin Sullivan-Fieldman	Parent	1st of 3-year-term

**GOALS and SUMMARY for 2019- 2020:**

**Goal 1:**

In order to increase student engagement and consistency across grade levels, teachers will continue to develop projects that integrate elements of STEAM, as well as the humanities.

*Background and Rationale:*

As a project based learning school that emphasizes the integration of all subject areas, careful planning of instruction is necessary. Teachers have been working on developing consensus projects for each grade level, as well as developing curriculum maps which include essential questions, projects, resources, assessments and standards. During the 2018- 2019 school year, we began to look together at the Next Generation Science Standards, and specifically identified science practices that we have already incorporated into our curriculum. We worked with our Science Curriculum Specialist as well as with teachers in order to begin developing projects that incorporate elements of STEAM. We will continue this work into the 2019- 2020 school year.

*Summary:*

All teachers (Classroom, Special Education and Specialists) worked on integrated grade-level teams to continue our work developing projects with a STEAM lens. Additionally, our Curriculum Committee has begun the work of developing a refinement protocol as a tool for deepening our existing projects to incorporate STEAM elements. This year our fifth grade team received a grant to be trained and implement a full immersion STEAM week in the fall where children built lunar colonies. Next year we are continuing this work in 5th grade while adding a 6th grade project focused on building kinetic sculptures. Eighteen Merriam teachers participated in a Professional Learning opportunity where they worked in teams to create projects using elements of STEAM using the UDL framework (Universal Design for Learning), which has also led to deepened projects at Merriam. We hosted a STEAM day where every child participated in different activities, designed our Family Theme Night around STEAM activities, and continue to use our Maker Space as a resource for classrooms and curriculum development. We look forward to welcoming a new STEAM coach shared with McCarthy-Towne School next year who will support us in continuing this work.

## **Goal 2:**

In order to increase students' access to rigorous content and curriculum, as well as to best support children's social/emotional well being, we are increasing inclusive opportunities for all students.

### *Background and Rationale:*

One of the themes that emerged out of Juliana's entry plan was the value Merriam places on collaboration in service of student learning. Identified as both a strength and a challenge by general educators, special educators and specialist teachers, it is clear that all would like more opportunities to meet together in order to support inclusive practices, leading us toward more cohesion in student learning and more comprehensive social/emotional support for all students.

### *Summary:*

During the 2019-2020 school year, Merriam School made many strides toward building a more inclusive environment for all children. We hired an additional Special Education teacher in the fall 2019, and we are adding one more next school year, increasing Special Education Teachers from 5 to 7 teachers. These additional resources allow for increased inclusion opportunities for our children with IEPs. Additionally, we had six pairs of teachers (12 total) participate in a year-long seminar facilitated by one of our Special Education Teachers focused on Co-teaching, using the text Co-Teaching That Works by Anne M. Beninghof. These pairs directly applied what they were learning together into their classrooms throughout the year.

This past year we were able to build into our schedule designated time for consultation between general educators and special educators. We created “Integrated Grade-Level Teams” which incorporated all Merriam educators for the purpose of developing projects and curriculum maps. These integrated teams met during building based grade level time twice monthly on Thursdays and supported curriculum work focusing on access for every child.

In the fall and winter of this year we were able to begin the work of looking together at student work which supports a strength-based approach to teaching and learning for all children. Our Curriculum Committee worked with an outside consultant in order to bring in protocols taken from the Project Zero group out of Harvard University. Though this work was delayed, our next step will be for the Merriam teachers to facilitate this work across grade levels and focus on using work samples to look at what children know and understand, and to challenge our own assumptions about children.

### **Goal 3:**

In order to ensure that every child acquires SEL skills and strategies, we will increase the consistency and regularity that we are teaching our SEL curriculum.

#### *Background and Rationale:*

Merriam School has a deep history of supporting the whole child and paying close attention to the social and emotional needs of children. We have worked with the authors of both Responsive Classroom and Open Circle over the years and our teachers have implemented elements of both curricula. Throughout the past two years, we have layered onto this lessons from Social Thinking, led by our School Psychologist and School Counselor. Teachers have received training and we have engaged parents through community outreach. Because there are components of each of these programs that we value, identified outcomes and lessons to support those outcomes will allow us to more consistently implement the resources that we value.

#### **Summary:**

In order to grow the ways in which we support SEL at Merriam School, we created new structures in our schedule to increase collaboration time with our counselor and psychologist. We have prioritized time to support our newest teachers in implementing our SEL curriculum and to provide coaching to them in implementing Merriam Core Lessons which we have defined, taken from a combination of our Social Thinking Curriculum and Open Circle. Our school counselor and school psychologist had collaboration time built in with specialist teachers bimonthly in order to proactively

provide support for vulnerable children during specialist time (art, music, PE and library). Additionally, they rotated into grade levels in order to support teachers with the lessons that they are using within their classrooms across grade levels which support SEL.

Throughout the first part of the year, our counselor and psychologist met to begin collecting media and digital resources which have been used to teach specific lessons from our SEL curriculum, and this will continue into next year.

Lastly, we have been supporting individual children by providing social coaching during lunch and recess times as well as in classrooms, which has allowed us to support all children in generalizing skills during times that can be some of the most vulnerable for children. We have observed a noticeable decline in student conflict.

#### **Goal 4:**

Implement the theme, “nature” schoolwide.

#### *Background and Rationale:*

In an effort to build curricular and social connections across grade levels, Merriam School has implemented a theme each year. This theme is integrated into our All School Meetings on Fridays, it is the topic that we build community days and theme days around, and teachers thread it into the daily experiences within the classroom. This year we elicited student and teacher feedback, leading us toward this year’s theme: “nature.” We look forward to how “nature” will connect to work we’re already doing around science.

#### Summary:

This year we have successfully implemented our “Nature” theme schoolwide. During the summer, many teachers read the book Balanced and Barefoot by Angela J. Hanscom which has sparked many professional conversations around how to create time and space for children to experience the outdoors. One classroom has even convened as a class outdoors to start every school day. Teachers participated in nature walks lead by Paula Goodwin from the Acton Conservation Commission and then all classrooms conducted nature walks in the fall and winter. We facilitated one Community Day and one live Theme Day around the theme Nature which included nature walks, seasonal observations, building mandalas with natural objects and ultimately a focus on teamwork and building relationships across grade levels. In February we held our Family Theme Night where Merriam families experienced many different activities which focused on Nature in a hands-on, collaborative and STEAM focused format.

Since moving to a remote learning environment we have been able to maintain our Friday All School Meetings through a zoom webinar, and we have woven the nature theme into these performances weekly. Lastly, we hosted our final Theme Day virtually at the end of May.

This theme has been a wonderful focus as we have navigated online learning as a school community and has contributed to an increased sense of community, belonging and environmental awareness.



*Acton-Boxborough Regional School District*

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# **RJ Grey Junior High School**

**Acton-Boxborough Regional School District**

## **School Improvement Plan *Summary* for 2019-2020**

**Goal:** When students exhibit chronically challenging classroom behaviors, RJ Grey staff will more confidently utilize protocols and interventions to address those behaviors and the underdeveloped social and emotional skills in order to better support students with anxiety and/or other emotional challenges.

**Assessing Impact:**

- Teacher and team practices and responses will begin to utilize language and protocols from planned trainings
- Teachers report adoption of specific strategies implemented in classroom that reduce common triggers for challenging behaviors

**Background and Rationale:** The student population at Acton Boxborough has changed significantly over the past 10-15 years with students coming to school from increasingly complex and diverse backgrounds. There is a growing cohort of students with a wider and deeper range of social and emotional needs, and underdeveloped skills. In fact, a recent NIH study found that 25% of kids ages 13-18 have been diagnosed with anxiety disorders, and 11% suffer from depression. Our teachers are facing new and more frequent situations centered on challenging student behaviors where more typical and traditional behavioral strategies are not effective.

**June, 2020 Update of Goal:**

- RJ Grey used this year to begin the process of developing a shared language and understanding about challenging student behaviors, with a focus on the work of behavioral specialist Jessica Minahan. To that end, Jessica Minahan provided workshops to our staff throughout the school year. This included two (2) half-day trainings to the entire staff, a half-day training to specialized staff (counselors, academic support, special educators, and administrators), and two (3) half-day trainings to members of our Child Study team.
- Professional learning time and team meeting time was devoted to implementing a protocol for teachers and staff to utilize the work of Jessica Minahan to support problem-solving of cases where students exhibited chronically challenging behaviors, with a focus on identifying underdeveloped skills. This included the November and February staff meetings, as well as individual team meetings where individual student cases were discussed.
- All teachers were asked to identify 2-3 minor adjustments and proactive classroom strategies that can reduce common triggers or challenges for students with anxiety or social/emotional skill deficits. Teachers were asked to provide a summary of those interventions as part of meetings with their evaluators, and were also shared as part of the staff survey.
- Staff completed a survey regarding their experiences with this year's professional learning that featured Jessica Minahan. 98% of respondents answered that the purpose of this professional learning series was the right priority given our student population and what they are experiencing in the classroom.
- When asked if they found Jessica Minahan's presentations to be useful and helpful for their practice, on a scale of 1-7, 80% of staff gave a rating of 5, 6, or 7 (7 indicating strongest agreement with the statement).
- Please see attached survey summary for additional data from staff feedback.



## **Goal Two: Enhance student learning and engagement through meaningful integration of technology into the classroom setting.**

### **Assessing Impact:**

- Teaching staff at RJ Grey report and demonstrate an increased comfort and facility with technology-based options for their classrooms
- Individual teachers have each incorporated technology into their classroom practice that builds upon and extends beyond current practices
- Teacher practices utilize technology to support additional strategies for inclusion and differentiation
- Student feedback provides data about what they view as the benefits and challenges of the 1:1 Chromebook environment

**Background and Rationale:** The Junior High is preparing to introduce a 1:1 ChromeBook (CB) program into the classroom environment for the 2019-2020 school year. This program is being created in response to the creative and important ways many teachers have already integrated technology into their instruction, as well as a belief that when used as a tool, technology adds new and valuable dimensions to teaching and learning. Furthermore, we believe that preparing students for a technology-rich world requires all teachers to identify appropriate and meaningful strategies for integrating technology into their courses and classrooms. We anticipate that RJ Grey will be continuing to identify technology-focused goals for the next three (3) years given the commitment of time, resources, and professional learning required to be successful.

### **June, 2020 Update of Goal:**

- The 1:1 Chromebook initiative was successfully launched at the start of the 2019-2020 school year, and the operational elements of the plan (distribution, care, monitoring, access) did not experience any significant changes nor require any substantive adjustments for the next year.
- Professional learning was provided to staff at both all-staff meetings (August and October staff meetings), as well as department meetings (two meetings for each department); teachers report their preference for professional learning that is offered in small-group settings, and led by peers who have expertise and practical experience with specific programs and platforms.
- Given the unanticipated school closure starting March 13, we were unable to fully assess the degree to which Chromebooks were utilized within the classroom in a purely brick and mortar setting. Our 1:1 implementation allowed the Junior High to pivot fairly quickly to the Distance Learning platform that was designed for the period of school closure.
- All teachers have now shifted to utilizing Google Classroom as the primary “home base” for their digital classroom and communication platform with students.
- Anecdotally, teachers (and students) reported a significant level of off-task Chromebook use during instructional time, mostly visiting gaming sites. This is an area that our school feels it must address directly - both in terms of instructional practices by our teachers, as well as identifying possible tools to limit student access to gaming sites on the Chromebooks.
- A student survey about their 1:1 Chromebook experience was administered in late May 2020 that sought feedback related to experiences before school closure, and during the distance learning period. Please see attached documents for a summary of those results.
- For 2020-2021, RJ Grey plans to devote significant professional learning in the summer and throughout the year to programs and platforms that can strengthen a teacher’s comfort with distance learning strategies. This may include, but is not limited to, Actively Learn, Pear Deck, Flipgrid, and Screencastify.

**Goal: We will continue to expand the degree to which our students and families see themselves and their experiences represented in the curriculum, and the degree to which students are thoughtfully exposed to experiences and perspectives that are different from their own.**

**Assessing Impact:**

- Student feedback and surveys will cite these texts as having personal relevance and/or offering an entry point into the experiences of others
- Library data on circulation and demand/check out rates of selected texts
- Student work will include evidence of students making personal connections to the content, and/or expanding their understanding of different perspectives

**Background and Rationale:** This goal is a continuation of our school’s diversity and equity work, and is pursued with the belief that student engagement and student learning, in particular the development of critical thinking and empathy, increases when the curriculum serves as both “window and mirror” where students are able to see both their own reality and experiences, as well as the realities and viewpoints of others. A commitment to this type of growth in our curriculum is inspired by many factors, including the shifts and changes in our student and family population. Furthermore, this goal reflects an evolving appreciation for a more complex and nuanced understanding of the world in which we live, and how we experience that world differently based on many factors. Our work on the curriculum is one approach to help students navigate that shifting landscape more comfortably and skillfully.

**June, 2020 Update of Goal**

- This year, our Library continued to invest a significant portion of our funding to expand the texts available to our students that encompass the philosophy of windows and mirrors in literature. Please see the attached form that offers a snapshot of the recent additions to our Library collection.
- This Winter, our 8th Grade English curriculum added a new and much anticipated unit entitled, ***Common Ground***, which is now a unit that all 8th grade students would participate in as part of the English curriculum. This unit includes several novels that focused on various aspects of diversity, including race, gender, culture, sexual identity, and sexual orientation. In anticipation of introducing this unit, we sent an email to 8th grade families providing an overview of this unit. That email is included as an attachment to this report.



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Acton-Boxborough Regional High School

School Improvement Plan for

2019-20 School Year

Spring 2020 Update

## School Improvement Plan

### School Council Membership

<b>Name</b>	<b>Role</b>	<b>Year of Term</b>
Larry Dorey	Principal	2
Beth Baker	Associate Principal	2
Lauren Gilman	Parent Rep	3
Diane Ross	Parent Rep	3
Julia Du	Parent Rep	2
Fang Yang	Parent Rep	1
Susan Kenyon	Parent Rep	1
Huihua Liu	Parent Rep	1
Cindy McCarthy	Community Rep	3
Janet Maxwell	Staff	4
Lisa Dahill	Staff	4
Lindsay Rosenman	Staff	1
Stephen Hitzrot	Staff	1
Connor Champigny	Student Rep Sr	2
Michael Li	Student Rep Sr	2
Arnav Mehra	Student Rep Sr	2
Song Issah	Student Rep Jr	1
Kim Eppling	Student Rep Jr	1
Molly O'Neill	Student Rep Jr	1

### Goal # 1: School and Student Wellness

We will put our students' well-being at the center of teaching and learning.

#### Background and Rationale:

Based on data from the Youth Risk Behavior Survey and the Challenge Success Survey, as well as anecdotal reporting, AB students continue to experience high levels of academic stress. Further, we continue to see increasing numbers of students with mental health concerns.

## School Improvement Plan

### Strategies:

1. Implement a bell schedule that will focus on reducing student stress.
2. Reduce the number of high stakes assessments.
3. Create a committee to analyze the goals and structure of the advisory period.
4. Expand upon caregiver outreach, and communication, related to student well-being.
5. Continue mental health awareness and suicide prevention efforts.

### Outcomes:

1. Students will report less academic stress due to fewer transitions and meeting periods in the school day.
2. Students will report less stress centered on high stakes exams.
3. Determination will be made if the advisory period is the appropriate structure to meet S.E.L. goals.
4. Parents and staff will gain an increased understanding of how to best support student wellness.
5. All 9th and 10th grade students will be screened using SOS (Signs of Suicide).

### **Goal # 1 June 2020 Update: School and Student Wellness**

*We will put our students' well-being at the center of teaching and learning.*

*The following goals were set for the full year trial of the Seven Drop One Rotating Bell Schedule:*

- *Longer class periods to allow for more time to do extended learning*
- *Increase the likelihood that students will not have homework in every class each night or assessments in the majority of classes on any given day*
- *Slower pace in support of student wellness*
- *Maintain a reasonable length to our lunch period*
- *Account for the loss of 14 academic minutes due to the change in start time*

## School Improvement Plan

- *Survey results of the Seven Drop one Rotation schedule may be found at the following link **2020 Schedule Survey**. Based on survey results, classroom observations, teacher interviews and many years of research, the high school will continue with the rotating schedule next year.*
- *Mid year and Final exam week was eliminated and replaced with lower stakes, more frequent summative exams.*
- *Full year subcommittee met to study the advisory period. At this time there has been no modification to the advisory structure.*
- *Caregiver outreach and communication continued through our Counseling Department messaging and Principal's Blog.  
[Principal's Messaging](#)  
[Reflections Blog](#)  
[Counseling Resources](#)*
- All 9th and 10th grade students were screened using SOS (Signs of Suicide).

## **Goal# 2: Classroom Instruction and Assessment**

**To implement new instructional practices that improves engagement for all learners.**

**Background:** With the implementation of the 2019-2020 high school schedule trial, class time will be increased by ten minutes. We will devote professional learning time to research, implement, and reflect on instructional practices that best engage all learners during the newly extended class period.

**Strategies:**

1. We will focus on whole school professional learning (Faculty Meetings/PLD), departmental professional learning (Department Meetings/PLD) and School Leadership Team meetings to research, implement, and reflect on instructional practices that engage all learners.
2. Teachers will identify, implement, and reflect on strategies they are using to engage all learners.

**Outcomes:**

1. Based on revised curriculum plans, informal classroom observation, and evidence shared at faculty meetings and PLDs we will find that teachers have increased their repertoire of instructional practices to engage all learners.
2. Based on end of the year surveys, students will report greater engagement as a result of new instructional practices in their classrooms.

**Goal# 2 June 2020 Update: Classroom Instruction and Assessment  
To implement new instructional practices that improves engagement for all learners.**

- *Renewed our partnership with Challenge Success including staff, parents, and students as members of the team. The focus of the CS group is engagement.*
- *Hosted a staff led professional day focused on instructional tools to engage learners in remote education*
- *Held a fishbowl discussion in which students discussed with faculty the ways in which teachers supported their engagement in a remote learning environment*
- *Teachers identified areas they would like to explore further to increase engagement in remote and traditional learning environments*
- *Surveyed student levels of engagement to determine best practices*

### **Goal # 3: Equity, Diversity, and Inclusion**

We will increase staff and student knowledge and understanding of anti-bias, cultural proficiency, equity, and inclusion.

#### **Background and Rationale:**

Acton-Boxborough Regional High School continues to become an increasingly diverse community in many ways including, but not limited to, students and families of color, members of the LGBTQ community, those who are differently labeled, religious minority groups, economically disadvantaged families and others who are marginalized. Both survey data and anecdotal evidence from staff, students, and families suggest that we need to increase our work in this area so that all students feel like valued members of our community who are understood and treated fairly and with respect.

#### **Strategies:**

1. Continue to train staff using the Seeking Education Equity and Diversity (SEED) model as part of our district-wide professional learning.
2. Continue to develop advisory lessons that promote and foster mutual respect, understanding, empathy, and appreciation for diverse experiences.
3. Implement the ADL World of Difference Peer Mentoring program.
4. Participate in the Boston University Study of the ADL World of Difference Program.

#### **Outcomes:**

1. Staff will have increased understanding of how to create a classroom culture that supports anti-bias, cultural proficiency, equity, and inclusion.
2. Staff and students will engage in advisory lessons that promote and foster mutual respect, understanding, empathy, and appreciation for diverse experiences.
3. Through participation in the BU Study of World of Difference peer mentoring program, students and staff will increase their awareness of creating a school environment that is inclusive, equitable, and anti-biased.



**Goal# 3 June 2020 Update: Equity, Diversity, and Inclusion**

*We will increase staff and student knowledge and understanding of anti-bias, cultural proficiency, equity, and inclusion.*

**World of Difference:**

*The high school began year one of the World of Difference Peer Mentoring Program. Thirty students were selected to participate in the fall with an additional twenty-five students selected in the spring. Students and program advisors went through multiple day training led by members of the ADL.*

*The goals of the Peer Training Program are to:*

- *Explore the meaning of community and why it's important for everyone to feel that they belong to the community.*
- *Examine the ways in which some school community members could feel left out and identify ways to be an ally.*
- *Identify what members of the school community can do to actively promote an inclusive learning environment in which cultural, racial and other human similarities and differences are respected and valued.*

*Once trained, students presented an anti-bias curriculum in ninth grade history classes. Mentors also presented in larger assemblies for community members, faculty and upperclassmen. The ABRHS World of Difference is currently part of a two year Boston University Study looking at the impact of the World of Difference curriculum on school culture. ABRHS is an intervention school in the study, providing them points of data to be measured prior to and following the implementation of the program.*

**Professional Learning**

- *All district level staff were offered SEED training this fall and spring.*
- *ADL World of Difference provided half day anti-bias training*
- *Full day professional development focused on anti-bias, cultural proficiency, equity, and inclusion.*

## School Improvement Plan

### ***Other***

- *Advisory lessons focused on anti-bias, cultural proficiency, equity, and inclusion.*
- *Several student-led groups were formed to discuss issues of race, equity and inclusion within the high school.*
- *Team of students and faculty attended the Middlesex Partnership for Youth conference focusing on issues of prejudice and race in the school communities*



# Massachusetts School Building Authority

**Deborah B. Goldberg**  
*Chairman, State Treasurer*

**James A. MacDonald**  
*Chief Executive Officer*

**John K. McCarthy**  
*Executive Director / Deputy CEO*

June 3, 2020

Mr. Peter Light, Superintendent  
Acton-Boxborough Regional School District  
15 Charter Road  
Acton, MA 01720

Re: Acton-Boxborough Regional School District, Blanchard Memorial School

Dear Superintendent Light:

The Massachusetts School Building Authority (the “MSBA”) would like to thank the Acton-Boxborough Regional School District (the “District”) for expressing an interest in the MSBA’s Fiscal Year 2020 Accelerated Repair Program (the “ARP”).

Overall, the MSBA received 90 Statements of Interest (the “SOI”) for potential project consideration in the Fiscal Year 2020 ARP. As noted in the SOI opening email that was sent to districts on January 8, 2020, and as detailed on the MSBA website, the ARP is for the repair and/or replacement of windows/doors, roofs, and/or boilers. Invitation into the ARP is based upon several items including the MSBA’s annual statutory budget cap, due diligence of MSBA staff, a review of the entire cohort of SOIs, initial conversations and outreach with districts, and the ability of a district to adhere to the overall terms and conditions of the ARP.

For Fiscal Year 2020 ARP SOIs, the MSBA performed an initial review of the information provided, based upon the non-qualifying conditions noted below and for conformance with the ARP. The initial review resulted in 74 schools qualifying for the ARP.

<b>Non-Qualifying Accelerated Repair Program Conditions*</b>	
Roof Age <20	System is less than 25 years of age (installed in or after 1996)
Window Age <30	System is less than 30 years of age (installed in or after 1991)
Boiler Age <20	System is less than 25 years of age (installed in or after 1996)
Proposed Project Cost	Proposed total project cost is projected as less than \$250,000
Overcrowding	School is judged by the district to be over-crowded
School Consolidation	District is considering the facility for potential consolidation
Building Usage	Primary use of the building is for non-educational purposes
Pre-Kindergarten Only	School provides for pre-kindergarten students only
Outside Scope	SOI itself identifies construction beyond roofs, windows, or boilers
Excess Boiler Scope	SOI itself identifies boiler construction, excluding heating fuel storage and/or delivery, beyond the physical limits of the existing boiler room(s)

<b>Non-Qualifying Accelerated Repair Program Conditions*</b>	
School SOI History	Facility condition not identified in the SOI remains unresolved from previous MSBA SOI review
Future Project	District plans a future construction project for MSBA participation going beyond roofs, windows/doors, and boilers for the school
District-Wide Review	District is reviewing facility deficiencies to further identify its needs and priorities

\*These conditions were described in the 2020 SOI Overview for the ARP

As described in the 2020 SOI Overview for the ARP, the budget for the qualifying schools is approximately \$50 million, which was the same as Fiscal Year 2019. Given the budget impact from the number of qualifying SOIs filed for the ARP in 2020, the MSBA must again limit the number of ARP invitations this year.

As referenced in the SOI Overview for the ARP, if limiting the number of invitations, the MSBA would adjust the qualifying age requirements. Accordingly, only roof systems of 30 years or more, window and door systems of 35 years or more, and boiler systems of 35 years or more will be considered for invitation into the ARP in Fiscal Year 2020. Applying these criteria will result in further consideration of 30 of the 74 qualifying schools.

Although the ongoing public health issues have postponed the MSBA's final due diligence on the 30 qualifying schools, the MSBA did want to advise districts who are not being considered further in the event that the district needs to proceed on its own at this time. After careful consideration and due diligence conducted by MSBA staff of the SOIs that were submitted for consideration, it has been determined that the Blanchard Memorial School will not be invited into the 2020 Accelerated Repair Program.

The MSBA is proud to be collaborating with the District in funding the project at the C.T. Douglas Elementary School and remains committed to partnering with the District to better understand any other school facility needs.

Please feel free to contact Kevin Collins, Project Manager, at (617) 720-4466 should you have any questions.

Sincerely,



James A. MacDonald  
Chief Executive Officer



John K. McCarthy  
Executive Director/Deputy CEO

Cc: Tessa McKinley, Chair, Acton-Boxborough Regional School Committee  
Adam Klein, Co-Vice Chair, Acton-Boxborough Regional School Committee  
Diane Baum, Co-Vice Chair, Acton-Boxborough Regional School Committee

## 2019 – 2020 ABRSC Policy Subcommittee Report

1. **Tutoring for Pay**, File: GCRD - voted 12/19/19
2. **Public Participation**, File: BEDH - voted 1/9/20
3. **Educational Opportunities for Children in Foster Care**, File: JFABF – voted 2/6/20
4. **Residency and Student Enrollment**, File: JF – voted 2/6/20
5. Combining: **Acknowledging Religious Holidays**, File: ACD and **School Ceremonies and Religious Holiday Observances**, File: IMD – voted 2/6/20
6. **Graduation Requirements**, File: IKF – voted 6/4/20
7. A vote was taken to waive a portion of **Student Progress Reports to Parents/Guardians**, File: IKAB on 4/16/20 . This waiver would expire on 6/30/20.
8. **Use of Facilities**, File: KF – voted 6/4/20
9. **Policy Development**, File: BG – voted 6/4/20
10. **School Committee Annual Organizational Meeting**, File: BDA – voted 6/4/20
  - a. New **procedures**, File: BDA-R - voted by School Committee 6/4/20

Note: **Commitment to District Workforce Diversity**, File: GBAA is in progress (First Read 3/19/20)

The policy subcommittee met for approximately two hours a month.

Members included: Amy Krishnamurthy (chair), Michael Bo, Ginny Kremer, Maya Minkin, Nora Shine  
Staff Support: Marie Altieri, Beth Petr, administrators as needed

**ACTON-BOXBOROUGH REGIONAL SCHOOLS      2019-2020**

	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1				May 1				Jun 1			
Levels	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
*Preschool services	11	4	0	15	11	4	0	15	13	3	0	16	13	3	0	16	13	3	0	16	14	3	0	17	13	3	0	16	13	3	0	16	13	3	0	16	14	2	0	16
Pre-school	77	24	3	104	76	23	3	102	80	24	3	107	79	24	3	106	80	24	3	107	82	25	3	110	86	25	3	114	85	24	3	112	85	23	3	111	83	27	3	113
Preschool Total	77	24	3	104	76	23	3	102	80	24	3	107	79	24	3	106	80	24	3	107	82	25	3	110	86	25	3	114	85	24	3	112	85	23	3	111	83	27	3	113
K	254	48	4	306	253	49	4	306	254	49	4	307	254	52	4	310	255	51	4	310	256	52	4	312	256	52	4	312	256	52	4	313	257	52	4	313	257	52	4	313
1	274	67	6	347	274	66	6	346	276	66	6	348	275	66	6	347	276	66	6	348	274	66	6	346	278	67	6	351	278	67	6	351	278	67	6	351	279	66	6	351
2	302	77	2	381	302	77	2	381	303	76	2	381	301	76	2	379	302	76	2	380	303	76	2	381	302	74	2	378	302	74	2	378	302	74	2	378	302	74	2	378
3	320	53	5	378	320	53	4	377	322	53	4	379	322	53	4	379	323	53	4	380	326	53	4	383	327	53	4	384	327	54	4	385	327	54	4	385	326	55	4	385
4	312	73	6	391	312	74	6	392	312	74	6	392	311	74	6	391	309	74	6	389	310	74	6	390	312	74	6	392	311	74	6	391	311	74	6	391	313	72	6	391
5	343	63	6	412	342	64	6	412	343	65	6	414	342	65	6	413	344	65	6	415	346	66	6	418	346	66	6	418	346	66	6	418	346	66	6	418	346	66	6	418
6	366	52	6	424	365	50	6	421	363	50	6	419	361	50	6	417	363	50	6	419	364	50	6	420	364	51	6	421	364	51	6	421	365	51	6	422	362	54	6	422
Elem Sub Total	2171	433	35	2639	2168	433	34	2635	2173	433	34	2640	2166	436	34	2636	2172	435	34	2641	2179	437	34	2650	2185	437	34	2656	2184	438	34	2656	2186	438	34	2658	2185	439	34	2658
OOD Pre k-6	10	2	0	12	10	2	0	12	11	2	0	13	11	2	0	13	14	2	0	16	14	2	1	17	15	2	0	17	17	2	0	19	16	2	0	18	16	2	0	18
Elem. Total	2181	435	35	2651	2178	435	34	2647	2184	435	34	2653	2177	438	34	2649	2186	437	34	2657	2193	439	35	2667	2200	439	34	2673	2201	440	34	2675	2202	440	34	2676	2201	441	34	2676
7	351	53	8	412	351	53	8	412	351	54	8	413	353	54	8	415	352	55	8	415	351	55	8	414	353	55	8	416	352	55	8	415	352	55	8	415	351	56	8	415
8	365	69	13	447	365	70	13	448	364	71	13	448	363	71	13	447	363	71	13	447	365	71	13	449	364	71	13	448	363	70	13	446	363	70	13	446	363	70	13	446
J.H.S. Total	716	122	21	859	716	123	21	860	715	125	21	861	716	125	21	862	715	126	21	862	716	126	21	863	717	126	21	864	715	125	21	861	715	125	21	861	714	126	21	861
9	391	73	7	471	392	71	7	470	391	72	7	470	392	72	7	471	392	72	7	471	394	71	7	472	394	71	7	472	394	71	7	472	395	71	7	473	395	71	7	473
10	389	68	3	460	390	69	4	463	390	68	4	462	391	68	4	463	391	68	4	463	392	68	4	464	391	68	5	464	390	68	5	463	391	68	5	464	388	70	6	464
11	355	71	3	429	354	70	3	427	354	70	3	427	353	70	3	426	353	70	3	426	354	69	3	426	354	69	3	426	354	69	3	426	353	69	3	425	352	70	4	426
12	370	72	8	450	370	71	8	449	370	71	9	450	370	71	9	450	370	71	9	450	369	71	9	449	370	71	8	449	371	70	8	449	371	70	8	449	370	69	10	449
13	4	1	1	6	4	1	0	5	4	1	0	5	4	1	0	5	4	1	0	5	4	1	0	5	4	1	0	5	4	1	0	5	4	1	0	5	4	1	0	5
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1509	285	22	1816	1510	282	22	1814	1509	282	23	1814	1510	282	23	1815	1510	282	23	1815	1513	280	23	1816	1513	280	23	1816	1513	279	23	1815	1514	279	23	1816	1509	281	27	1817
Secondary Total	2225	407	43	2675	2226	405	43	2674	2224	407	44	2675	2226	407	44	2677	2225	408	44	2677	2229	406	44	2679	2230	406	44	2680	2228	404	44	2676	2229	404	44	2677	2223	407	48	2678
OOD 7-13	66	15	0	81	64	14	0	78	63	14	0	77	63	14	0	77	63	14	0	77	63	14	0	77	60	12	0	72	58	13	0	71	60	13	0	73	59	13	0	72
Reg. Total	2291	422	43	2756	2290	419	43	2752	2287	421	44	2752	2289	421	44	2754	2288	422	44	2754	2292	420	44	2756	2290	418	44	2752	2286	417	44	2747	2289	417	44	2750	2282	420	48	2750
Preschool Total	77	24	3	104	76	23	3	102	80	24	3	107	79	24	3	106	80	24	3	107	82	25	3	110	86	25	3	114	85	24	3	112	85	23	3	111	83	27	3	113
Elem Total	2181	435	35	2651	2178	435	34	2647	2184	435	34	2653	2177	438	34	2649	2186	437	34	2657	2193	439	35	2667	2200	439	34	2673	2201	440	34	2675	2202	440	34	2676	2201	441	34	2676
Secondary Total	2291	422	43	2756	2290	419	43	2752	2287	421	44	2752	2289	421	44	2754	2288	422	44	2754	2292	420	44	2756	2290	418	44	2752	2286	417	44	2747	2289	417	44	2750	2282	420	48	2750
Grand Total	4549	881	81	5511	4544	877	80	5501	4551	880	81	5512	4545	883	81	5509	4554	883	81	5518	4567	884	82	5533	4576	882	81	5539	4572	881	81	5534	4576	880	81	5537	4566	888	85	5539

A = ACTON	Pre-School	In D. = In Distri Distribution:	P. Light	D. Verdolino	All Principals (2)
B = BOXBOROUGH	P.G. = Post Graduates		M. Altieri	A. Bisewicz	
C = Choice/Staff/Tuitic Ungr. = Ungraded			D. Bookis	K. Nelson	
			D. Bentley	J. Nichols/J. LaShombe	
				S. Cunningham	

Students other than Choice counted under column C:  
 Staff Students -  
 Tuition In Students -

Actual Acton-Boxborough Grade K-6

Grade	Blanchard				Total	Conant				Total	Douglas				Total	McCarthy				Total	Merriam				Total	Total #Sec \vg. Size							
	ADK	ADK	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM														
K			38	18			47	7			44	10			32	7		45	8		51	5											
		20	19	17	56	18	19	18	55	18	18	18	54	19	20	39	19	17	17	53	19	17	20	56	313	17	18.4						
					12				2				1			1				4				1	21								
Gr. 1		21	20	20	19	80	21	21	20	62	22	21	43	21	21	42	20	21	21	62	20	21	21	62	351	17	20.6						
					22				2			0			2				4				1	31									
Gr. 2		22	21	21	22	87	23	21	21	65	21	21	42	21	21	42	21	22	19	19	81	21	21	19	61	378	18	21.0					
					17				3			0			1				1				0	22									
Gr. 3			23	23	24	71	22	23	22	67	23	22	45	21	23	23	67	22	24	21	67	23	22	23	68	385	17	22.6					
					24				2			1			2				2				1	32									
Gr. 4			23	21	22	66	23	24	47	23	23	23	69	24	24	23	71	22	23	23	68	23	23	24	70	391	17	23.0					
					3				0			1			5				4				1	14									
Gr. 5			22	21	23	66	24	22	46	23	24	24	71	24	24	24	72	22	24	23	22	91	24	24	24	72	418	18	23.2				
					15				1			5			1				7				2	31									
Gr. 6			18	18	17	53	24	24	25	73	24	23	24	71	23	22	45	22	21	23	24	91	21	21	25	22	89	422	19	22.2			
					12				3			0			0				4				4	23									
					105				13			8			12				26				10	174									
Total	23	20.8			479	19	21.8		415	18	21.9		395	17	22.2		378	24	21.4		513	22	21.7		478	2658	123	21.6					

105 Acton residents attend school in Boxborough

69 Boxborough residents attend school in Acton



**Acton-Boxborough Regional School District**

16 Charter Road  
Acton, MA 01720  
978-264-4700

<http://www.abschools.org/school-committee>



**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEMBERS  
2020-2021**

Evelyn Abayaah-Issah	Boxborough	<a href="mailto:eaissah@abschools.org">eaissah@abschools.org</a>	May 2023
***Diane Baum	Acton	<a href="mailto:dbaum@abschools.org">dbaum@abschools.org</a>	April 2021
*Kyra Cook	Acton	<a href="mailto:kcook@abschools.org">kcook@abschools.org</a>	April 2023
***Adam Klein	Boxborough	<a href="mailto:aklein@abschools.org">aklein@abschools.org</a>	May 2021
Ginny Kremer	Acton	<a href="mailto:gkremer@abschools.org">gkremer@abschools.org</a>	April 2022
Amy Krishnamurthy	Acton	<a href="mailto:akrishnamurthy@abschools.org">akrishnamurthy@abschools.org</a>	April 2023
**Tessa McKinley	Boxborough	<a href="mailto:tmckinley@abschools.org">tmckinley@abschools.org</a>	May 2023
John Petersen	Acton	<a href="mailto:jpetersen@abschools.org">jpetersen@abschools.org</a>	April 2022
Nora Shine	Boxborough	<a href="mailto:nshine@abschools.org">nshine@abschools.org</a>	May 2022
Angie Tso	Acton	<a href="mailto:atso@abschools.org">atso@abschools.org</a>	April 2021
*Yebin Wang	Acton	<a href="mailto:ywang@abschools.org">ywang@abschools.org</a>	April 2023

The Committee may be emailed at [abrsc@abschools.org](mailto:abrsc@abschools.org). These emails will also be received by the Superintendent, Deputy Superintendent and the Committee's Executive Assistant, Beth Petr. Beth may be reached at 978-264-3306 or [bpetr@abschools.org](mailto:bpetr@abschools.org).

\* Kyra Cook and Yebin Wang will join the Committee on July 1, when they are sworn in after Acton Town Meeting. Please do not use their abschools.org email address until after July 1.

\*\* 2019-2020 Chairperson

\*\*\* 2019-2020 Vice-Chairperson



**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS**  
2020-2021

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Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the Administration Building Auditorium. Materials are posted at [https://www.abschools.org/school\\_committee/meetings\\_agendas\\_packets\\_minutes](https://www.abschools.org/school_committee/meetings_agendas_packets_minutes) usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior on the calendar at [www.abschools.org](http://www.abschools.org) per the Open Meeting Law.

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**Summer Business Meetings:** July 1, August XX  
**Annual Workshop:** July 30

September 3  
September 17

October 1  
October 15

October 29  
November 19

December 3  
December 17

January 7  
January 23

**School Committee Budget Saturday**

*(Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.)*

February 4

**Open Budget Hearing** - required by law

*(Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/ /2021 . 45 days = )*

February 11

March 4  
March 18

April 1  
April 15

May 6  
May 20

June 10  
June 17

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**Note:** Acton Town Meeting begins April , 2021. Boxborough Town Meeting begins May , 2021.  
6/12/2020



CASE Collaborative  
Family Support & Resource Pages  
Week Ending of 6.12.20



## **CASE Collaborative Updates**

*The resources included in the subsequent pages are not intended to replace curriculum designed by your child's classroom teacher. Instead, are provided as enrichment opportunities and support for you and your family.*



Enjoy Your Weekend!

*"Nurturing and inspiring every child to learn and grow"*



## Community Workshops and Conferences



### Parent Training Series

We are excited to offer group parent training sessions on a variety of topics each week via telehealth. Trainings will provide practical information and tips for how you can apply targeted skills in your home. Trainings will be provided by Ph.D. and Master's level Licensed Applied Behavior Analysts. Training Cost: \$20 per Training per Family. Group Trainings may also be covered by your health insurance. Please reach out to [consultation@melmarkne.org](mailto:consultation@melmarkne.org) for further details. Please click on the .pdf icon below to view the comprehensive listing of trainings available.



Consulting  
Department Summer I



### Filing for SSI/SSDI: Expectations & Reality

**When: Tuesday, June 16 at 4 PM**

**Format: Webinar**

In 2019, 2,015,200 individuals applied for social security disability benefits and 723,900 or 35.9% of those applications were granted. (Source: Social Security administration). Our webinar features Mark Bronstein, JD, an attorney who has been working with individuals claiming SSI and SSDI for two decades. He will walk you through what to expect when you file for Social Security and actions you can take that may help you maximize the lifetime benefits for yourself and your children.

We will present:

- \*A high level view of eligibility requirements
- \*Planning strategies for families
- \*Case Examples

Please join us! RSVP here. <https://info.specialneedsplanning.com/blog-1/applying-for-government-benefits-heres-what-to-expect?>



## Transition (ages 14-22) and Beyond

 Massachusetts Families Organizing for Change

HOUSING WEBINAR SERIES

### HomeWorks: A model of independent living for individuals with disabilities

HomeWorks, based in Pennsylvania, brings together three adults with disabilities who live independently in one home with supports they need. HomeWorks is an example one of the tools families can use to create affordable, accessible homes for people with disabilities.

In this webinar, Susan Tachau, a parent member of HomeWorks, will discuss:


- An overview of the model, including limited equity partnership, mini board, and a Tenancy-in-Common Agreement
- Resources including agencies that facilitated the creation of HomeWorks
- What parents should consider including funding, separating housing from supports and choosing compatible housemates

**Join us!**  
June 18, 2020 at 1:00 pm EST  
Register at [massfamilies.org/housing-webinar-series/](https://massfamilies.org/housing-webinar-series/)





**SUSAN TACHAU**,  
Chief Executive Officer of the Pennsylvania Assistive Technology Foundation (PATF), is mom to 3 adult children, 2 of whom have disabilities. She is passionate about expanding financing opportunities for people with disabilities in order to access assistive technology and is chair of the Technology Subcommittee of the National Council on Independent Living (NCIL). She also serves on the Board at National Disability Institute. Susan co-authored 'Cents and Sensibility: A Guide to Money Management,' the first comprehensive financial education book for individuals with disabilities transitioning into adulthood.

 Massachusetts Families Organizing for Change

HOUSING WEBINAR SERIES

### COVID's Impact on Person-Centered Arrangements: Parent Panel Discussion

How have person-centered living arrangements fared during the COVID-19 crisis?

In this concluding webinar in the series, we will check in with three parents who practice person-centered planning for adult children with disabilities. During this interactive session with the parent panel, we will discuss:

- Impact of COVID-19 crisis on their children's living arrangements, including dealing with concerns and challenges
- Strengths of the person-centered plans that helped the families adjust to the crisis
- Unexpected benefits of the crisis, including new skills, strategies, resources
- Lessons for person-centered planning - gaps revealed by the crisis, considerations for other families, rethinking for the long term.

**Join us!**  
June 24, 2020 at 2:00 pm EST  
Register at [massfamilies.org/housing-webinar-series/](https://massfamilies.org/housing-webinar-series/)



**PANEL PARTICIPANTS**

**Kathy Brill**  
Kathy's 30-year old daughter Alexa uses a power wheelchair and lives in her own home, using technological and personal supports. Kathy is an independent consultant who served as Executive Director of Parent to Parent USA for six years.

**Sandra Heller**  
Sandy helped her son Craig, who has Down Syndrome, create a person-centered plan that enables him to work and maintain independence on his terms. Sandy is Board Chair at MFOFC and Associate Executive Director at the Nemasket Group.

**Dr. Laurel Peltier**  
Laurel worked with son Elijah, who has autism and intellectual impairment, to create a person-centered plan and shared living arrangement. Laurel holds an Ed.D. in Special Education Leadership and works with Collaborative for Educational Services.



### Things you need to think about when your child turns 18

When a child turns 18, this is often called the age of majority.

They are now considered an adult and can make their own decisions. At this time, you no longer have the right to make decisions for them. There are also some other things to think about, like registering to vote and re-applying for benefits.

Guides are available to help Massachusetts families learn about:

- \*Decide on Decision-Making: Guardianship and other Options
- \*Register to Vote
- \*Boys: Sign up for Selective Service (This is Required!)
- \*Reapply as an Adult for DDS Services, MassHealth, or SSI
- \*Housing: Apply for Section 8 Voucher or Adult Foster Care

To view these guides visit <https://guides.exceptionallives.org/hc/en-us/articles/360022508274-Things-you-need-to-think-about-when-your-child-turns-18>

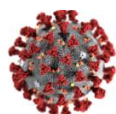


## Community Support & Resources Related to COVID-19



### [COVID-19] Exclusive Webinar With DDS Commissioner Jane Ryder

On June 11, The Arc was grateful to welcome DDS Commissioner Jane Ryder for an exclusive webinar as part of our ongoing COVID-19 series. If you weren't able to attend the live session, this is now available to watch on demand. The Arc is greatly appreciative of DDS Commissioner Jane Ryder for joining us for a webinar on visitation, testing, and questions related to reopening. At this unprecedented time of challenging decisions and uncertainty, we encourage you to let our state agency leadership hear your concerns and ideas. To view this prerecorded webinar visit <https://thearcofmass.org/post/covid-19-exclusive-webinar-with-dds-commissioner-jane-ryder>



### How Families with Children with Special Needs are coping with the COVID-19 Pandemic: An International Online Study

We would like to invite you to join us in a very time-sensitive, international research project aimed at finding out how individuals with special needs are coping with the coronavirus (COVID-19) pandemic and all its repercussions. The survey is addressed to parents or caregivers of individuals with special needs including (but not limited to) Williams Syndrome, Down Syndrome, Autism Spectrum Disorder, Non-specified Intellectual Disability and other rare genetic disorders of any age (including adults with special needs). Indeed, we are interested to know whether there is something specific to their and their parents' experience of the pandemic, perhaps in terms of health issues, coping with stress and social distancing/self-isolation, suspension of institutional support, increased time spent online etc. The survey is anonymous and will take about 30 minutes to complete. You can withdraw your participation from the study at any point or decide later you don't want your data to be used, without having to justify your decision. If you are willing to participate, please complete this form as thoroughly as possible. Thanks very much for your interest in our research project. <https://www.specialneeds covid.org/>. We are a large and growing international collaboration of researchers who are all interested in how the current coronavirus pandemic (COVID-19) is affecting people with special needs (SN) and their families.

### REquipment

Durable Medical Equipment Reuse

#### AT Reuse Survey for Individuals & Families

The REquipment DME Reuse Program is studying the needs of people with disabilities and seniors to plan the development of a new reuse program that will include a range of assistive technology (AT) devices. Assistive Technology devices are any technology designed to improve the quality of life of a person with disabilities, help them function in the best possible way and maintain their independence. We hope you will take the time to respond to this survey. Your time on this survey will help decide how we can make AT reuse available for a wider group of people. Thank you for taking the time to complete this survey and helping to improve the lives of persons with disabilities and seniors in Massachusetts. If you have any questions email REquipment DME Reuse at [info@dmereuse.org](mailto:info@dmereuse.org) or call us at 1 800 261 9841. <https://docs.google.com/forms/d/1sWLng8p07R8YKpYlrZd0Mnid0a5FM-IT5OYaVLsCLZE/viewform?>



## On-Line and In-Door Activities



### Washing Farm Animal Sensory Bin

This simple farm animal sensory bin can be set up in minutes and is irresistible—the kids will be begging for a turn as soon as they spot it! The secret to happy, engaged kids is sometimes as easy as filling a bin with water for them to play in. With all of the super cool activities all over the internet it's the simplest ones that kids gravitate to again and again. Which is great for parents and teachers—who doesn't love a low prep activity? I know I do!

[https://www.coffeecupsandcrayons.com/washing-farm-animal-sensory-bin/?blm\\_aid=34829](https://www.coffeecupsandcrayons.com/washing-farm-animal-sensory-bin/?blm_aid=34829)



### Movement Powers Change®

GoNoodle® engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are! Check it out here! <https://www.gonoodle.com>



### Broadway Shows and Other Top Entertainment Streaming Online for Free

Any theater lover knows the show must go on, and a global pandemic certainly hasn't slowed our entertainment options, it's just repackaged them for online, at-home consumption. One glimpse at our weekly events roundup proves just how many virtual entertainment options are available. From the bright lights of Broadway's Great White Way to London's National Theater, the Sydney Opera House, and world-famous orchestras and dance troupes, now's the time to nab some VIP seating and catch a front-row view of all the top entertainment streaming online for FREE right now.

<https://mommypoppins.com/shows/broadway-shows-and-other-top-entertainment-streaming-online-for-free>



### Take a Brain Break With These 11 YouTube Channels With Movement-Encouraging Videos For Kids

Ahh, to be young and have boundless energy. Although many of us don't remember what that's like, we're all definitely feeling the effects of cooped-up, energetic kiddos stuck at home right now. While family walks are a great way to get some fresh air and vitamin D, sometimes kids just need to move. Whether it's raining outside or you need the kids to shake their sillies out indoors because you're trying to work from home, these various movement and exercise videos for kids are here to help. <https://www.popsugar.com/family/exercise-dance-movement-youtube-channels-for-kids-47316017?>



## ***Family Support & Special Interest***



### **The National Alliance of Mental Illness (NAMI) Offers Many Resources to Families during COVID-19**

Online and call-in options for peer, family, and clinical support that is accessible during the COVID-19 era, and other COVID-19 related information and resources. <https://namimass.org/online-and-phone-support-options/> As always, you can contact our COMPASS Helpline for information and resources. COMPASS is available Monday through Friday, 9 am – 5 pm. Call us at 617-704-6264 or 1-800-370-9085, or email us at [compass@namimass.org](mailto:compass@namimass.org). Learn more about COMPASS: <https://namimass.org/nami-mass-compass-helpline/>.



### **Child Can't Wind Down at Night? Why Some Kids Struggle to Go to Sleep...**

Is your child's bedtime routine a struggle? Does your child avoid going to bed or have trouble falling asleep? Do you find yourself saying in frustration, "You need to stop getting out of bed"? Read more here

<https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/hyperactivity-impulsivity/child-cant-wind-down-at-night-why-some-kids-struggle-to-go-to-sleep>



### **COVID-19: MASKS AND HAND WASHING! Educational Video for Students with Autism & ID (w/Boardmaker)**

This video is meant to give students a better grasp on what masks do and I did my best to translate the official hand washing instructions into something fun and approachable. In addition to the download links (in the video description) to 3 FREE Boardmaker worksheets, this video also includes a FREE download link to The Handy Hand Washing Guide in 9 varieties of skin tones <https://www.youtube.com/watch?v=UPhd19fjPEI> or visit <https://www.facebook.com/SpecialEducationWithPat/>

***Please Note: These resources are provided for informational purposes only.  
Please do your own due diligence and research.***





**Acton-Boxborough Regional School District**  
16 Charter Road Acton, MA 01720  
978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

**Marie Altieri**  
*Deputy Superintendent*

To: Jim Kirkman, ABSAF President  
Brian O'Connor, ABSAF Vice President  
From: Peter Light and Marie Altieri  
Date: 6/12/20  
Re: ABSAF Support for FY'21

Thank you very much for ABSAF's donation of \$60,000 for the 2020-2021 school year. We are so grateful, once again, for the Acton Boxborough Student Activity Fund's continued support of our students and programs. This donation is significant, and will be extremely helpful in continuing to fund the many extra-curricular activities in which Acton-Boxborough's students participate.

Below is a breakdown of the 2020-2021 plan for the use of the ABSAF gift funds:

FY '21 High School Student Activities Stipends	\$10,000
FY '21 Junior High Student Activities Stipends	\$ 4,500
FY '21 Interscholastic Athletics	\$35,000
FY '21 Performing Arts	\$ 2,500
FY '21 Proscenium Circus – High School	<u>\$ 8,000</u>
<b>SUB-TOTAL:</b>	<b>\$60,000</b>

Cc: Larry Dorey                      David Verdolino  
Andrew Shen                      Jessica Harms  
Steve Martin  
George Arsenault

*At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships*

*Wellness      •      Equity      •      Engagement*



1



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

## Acton-Boxborough's Hiring - Expanding Educators of Color

November, 2019

ABRSD

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### District Goal

Increase the diversity of our educator workforce.

2018-19: Review existing recruiting and hiring practices. Develop recommendations for hiring committee practices, advertising, and recruitment to implement Spring 2019.

2019-21: Monitor new recruiting and hiring practices; make adjustments as needed to attract diverse candidates.

By 2021-22: Increase the number of licensed educators who are racially diverse by 20% from 2018-19 level.

ABRSD

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## Acton-Boxborough Staff

	Teachers/ Administrators	Assistants	Bus Drivers	Custodians	Office Support/ Central Office	Cafeteria	Total
African American/ Black	3	0	10	0	0	0	13
Latinx	4	5	7	1	0	1	18
Asian American	12	33	0	0	3	3	51
American Indian/Alaska Native	1	0	0	0	0	0	1
	20	38	17	1	3	4	82
	4%		40%				

ABRSD

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## AB's Efforts to Increase Educators of Color

- Anti-Bias Training (SEED)  
All Administrators; 33% of teachers so far
- Review student data; Leadership Team Prioritizing
- Principals & Dept. Leaders review goals with hiring committees - *What does it mean to be a "cultural fit?"*
- Message from Superintendent to all staff
- Diversity Job Fairs; Bring Hiring Teams
- Review applicants and identify and interview all applicants of color

ABRSD

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## 2019-2020 Hiring

AB was able to hire 6 new  
teachers of color in 2019

Total Teachers Hired = 49  
Teachers of Color = 12%

ABRSD

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## Increase Applicant Pool

- Identify candidates of color from the interview pool - new question in Applitrack
- Interview candidates of color who apply
- Recruit from Diverse Job Fairs; Historically Black Universities and Colleges. Hire Quickly
- Encourage and support paras to become teachers
- Job Descriptions and Advertisements - elite words - Statement of intent
- Examine what we mean by “good fit.”
- Partner with local schools of education to identify teachers of color. Student teachers?

## Statement for Job Descriptions

We believe that our students deserve to learn from educators who reflect their backgrounds and life experiences, and we want our staff to reflect the wide range of student identities we seek to serve. To this end, our District is committed to increasing the diversity of our certified educators and leaders. We believe that by building a more representative workforce, our students will have better outcomes and be more prepared for an increasingly diverse world. We encourage the following to apply: candidates of color, individuals with diverse life experiences and non-traditional backgrounds, and allies in our diversity, equity, and inclusion work.

## Interview Questions

- Describe what attracts you to this role and the experiences that have prepared you for engaging in this work through an equity lens.
- Tell me about a time when you had to build trust within a community that you were previously unfamiliar with.
- How does your race or culture present itself in the classroom?
- Tell me about the most successful student centered partnership you have worked in. What was your role in the partnership and what made it successful?
- How do you define success for students that are most vulnerable?
- Imagine there was an issue of race in your school. How would you talk about that with your class?

TO: Peter Light, Superintendent of Schools  
FROM: Deborah Bookis, Assistant Superintendent for Teaching and Learning  
DATE: June 2020  
RE: 2019-2020 Update on STEAM Goals

2019-2020 was a learning and building capacity year. Short term goals were established to begin the process of introducing STEAM learning to the ABRSD community. The following describes our efforts towards these short term goals.

**Goal #1: Share STEAM Work with AB Community**

The first goal was to begin sharing what is STEAM to the AB community. This was accomplished through a [School Committee Presentation](#) on October 3, 2019 and through the November 5, 2019 [Superintendent's Update](#) as well as the March 20, 2020 [Superintendent's Newsletter](#). A [STEAM at AB website](#) was constructed to share the ongoing goals and work of the district with our staff and the larger community. On October 31, 2019 The [Acton Beacon](#) wonderfully captured the fall elementary STEAM Fairs at each elementary school. In grade 5 at Merriam Elementary school, educators and students engaged in a week long Lunar Colony Immersive STEAM experience and invited families and other AB staff to view their project.

**Goal #2: Identify current STEAM experiences**

In the spring of 2019, the District-wide STEAM Committee surveyed the entire staff PK-12 to document where STEAM project-based learning was already happening. This will serve as a baseline for identifying 1-2 STEAM learning experiences for students in grades PK-8 and 2-4 experiences in grades 9-12. The STEAM Committee also began to identify STEAM learning embedded in AB extracurriculars, clubs, organizations and Community Ed classes.

**Goal #3: Provide 1 STEAM experience for all AB elementary students**

This fall, we kicked off STEAM learning with STEAM Fairs at every elementary school.

- [Elementary STEAM Fairs](#)
- [STEAM Week Teacher Resources](#)
- [STEAM related books](#)
- Building a Lunar Colony in Grade 5 at Merriam through [i2 Learning](#)
- [All School Meeting student Lunar Colony presentation](#)

**Goal #4: Provide Universal Design for Learning (UDL) and UDL 2.0 professional learning for all elementary educators**

During the fall elementary district-wide professional learning early release days, 204 educators, school and district leaders participated in one of four UDL workshops facilitated by [CAST](#). Additionally, for the 43 educators already facile with UDL principles, a workshop entitled UDL Next Steps: Creating Engaging Project-Based Learning through STEAM, was offered and facilitated by the Director of Visual Arts with support from the Elementary STEAM Coaches. During the spring closure, the Elementary Distance Learning Planning Teams (DLPT) used UDL principles to make the learning activities as accessible as possible. Below are quotes gathered

from the June survey of the DLPT members:

*~This opportunity to collaborate has been an awesome opportunity for growth! It has been a fantastic way to really experience UDL.*

*~I have had the opportunity to put UDL planning into everyday, authentic practice. Having the time to do this has deepened my understanding and commitment*

*~Truly- This gave me a WHOLE new opportunity to grow as a UDL educator. So much so- it is actually exciting!*

*~I have been able to see all aspects of how to plan an effective UDL lesson, with the lens of not only Special Education but EL as well.*

*~This was a great opportunity to dive deep into the UDL approach and gather resources for students.*

*~I've learned a lot about using technology to make presentations align more with UDL principles.*

*~UDL techniques were truly highlighted as well as AB's core values in so much of what we did!*

*~Designing lessons with UDL in mind was super important. Building in different levels of challenge and a variety of ways to engage students was key to keeping them going.*

*~UDL- takes a few extra moments (when it comes to planning) but the benefits are more than worth the extra time!*

*~I will encourage teachers to continue to plan lessons with UDL in mind. They should have each seen excellent models throughout the closure and it is my hope we continue this important work.*

*~I've learned about the importance of UDL.*

#### **Goal #5: Offer UDL and STEAM PL workshops for all educators on professional learning day**

At our November 3, 2019 District-wide Professional Learning Day, Diversity, Equity and Inclusion: A Celebration of Our Community, the following [workshops](#) pertaining to STEAM and UDL were offered:

- Looking at Equity Issues in STEAM Education
- Project-Based Learning From the Student/Parent Perspective (Panel Discussion)
- What's Universal Design for Learning?
- Maker Spaces that Engage All learners
- Diversity in STEAM: Designing for Equity and Inclusion
- Making "Space" for Inclusive STEAM Challenges

Elementary educators also engaged in different [STEAM challenges](#) at their respective District-Wide Grade Level Meetings throughout the year. Each interdisciplinary challenge was connected to a topic taught in their grade level and could be used with students, but the degree of challenge was raised for adult learners. For example, Grade 1 teachers explored biomimicry principles to use inspiration from nature to solve human problems such as ticks and pollution, and Grade 4 teachers created Rube Goldberg machines to demonstrate energy transfer and transformation.

#### **Goal #6: Create opportunities for interested junior high and high school staff to integrate STEAM into a class**

A new high school course, [Explorations on Visual Arts and Science](#), to be co-taught by educators from the science and visual arts departments was proposed and included in the 2020-2021

course offerings. Two sections will be created as 38 students registered. A Digital Literacy Coach position for the high school was included in the FY'21 budget to support the 2020-2021 1:1 ChromeBook initiative and to help our students develop important digital literacy and digital citizenship skills. This past spring, high school educators participated in mini digital workshops facilitated by their colleagues. Additionally the ABRHS library piloted STEAM interactive learning resources such as [GALE Interactive Science](#), and [JoVE](#). Junior High educators also participated in many [digital tools workshops](#) throughout the 2019-2020 school year as it implemented 1:1 Chromebooks for all students.

**Goal #7: Pilot STEAM lab at the Parker Damon Building**

A STEAM Lab was created at the Parker Damon Building for both the Merriam and McCarthy-Towne Schools by Megan Bowhers, Digital Literacy Coach, and the Building Principals and Assistant Principals. Click [here](#) to get a glimpse of the STEAM learning happening in the PDB STEAM Lab and being integrated into the classrooms and curriculum.

**Goal #8: Implement work of 2 STEAM Coaches at elementary schools**

Two STEAM Coaches were hired in the summer of 2019 to support teaching and learning at Douglas and Gates, and Conant and Blanchard Elementary Schools. These two coaching support mathematics and science instruction through the [ABRSD Student-Centered Coaching System](#) as well as the integration of STEAM learning experiences.

**Goal #9: Identify ways to connect STEAM to student learning goals**

*Suspended work due to school closure in March 2020.*

**Goal #10: Identify frameworks and standards aligned with STEAM projects**

*Suspended work due to school closure in March 2020.*

**Goal #11: Begin to establish a network of local and state organizations/partners to promote STEAM learning**

One of the STEAM Sub-committees began to document local and state organizations. As a school district, we have strong working relationships and connections with [these organizations](#) focused on STEAM and STEAM Education. Many of the individuals connected to these organizations are Acton & Boxborough parents/residents.



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**JD Head**

*Director of School Operations*

TO: Peter Light, Superintendent of Schools  
FROM: JD Head, Director of School Operations  
DATE: June 16, 2020  
RE: School Committee Update Charter Road Improvements

The purpose of this memo is to update the ABRSD School Committee on the progress related to the Charter Road / ABRSD Campus Improvement Project. The project is now fully permitted and work is moving rapidly.

For a project this large in scope and with so many moving parts I think things are going relatively well. To date we have completed several aspects of the project. We have repaved the Jr High west parking lot, repaved the Jr High front circle and bus loop, created an outdoor gathering space adjacent to the Jr High front circle, and completed tree and stump removal. As a reminder, we had our entire project design reviewed by a certified arborist and all tree removals have been followed per their recommendations.

As with any project of this size, there were some early challenges. These will add scope and time to the overall project. There was need to add in additional stormwater structures as a compliance measure in permitting; there have been challenges working with Verizon on the utility pole relocations; and we decided to replace the water main under the road as it has been there over 50 years, and it is prudent to replace it during this project.

As a result of this additional scope, project completion will be delayed until late October. Charter Road will be open and usable when school resumes in the fall, but we would be driving on a milled surface until completion. When school opens, all major systems will be in place: the road will be wider, sidewalks will be in, the drainage structures will be complete, the water main would be in, and the utility poles will be moved. Final paving, however, would be delayed until after school opens and will need to be completed during "off-hours." I have been in communication with the District Senior Leadership Team and everyone supports the additional scope and understands the delays.

We are excited to see this much-needed project completed and to realize its benefit to our students.

Sincerely,

JD Head

*Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.*